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Ministry of Education
Ontario

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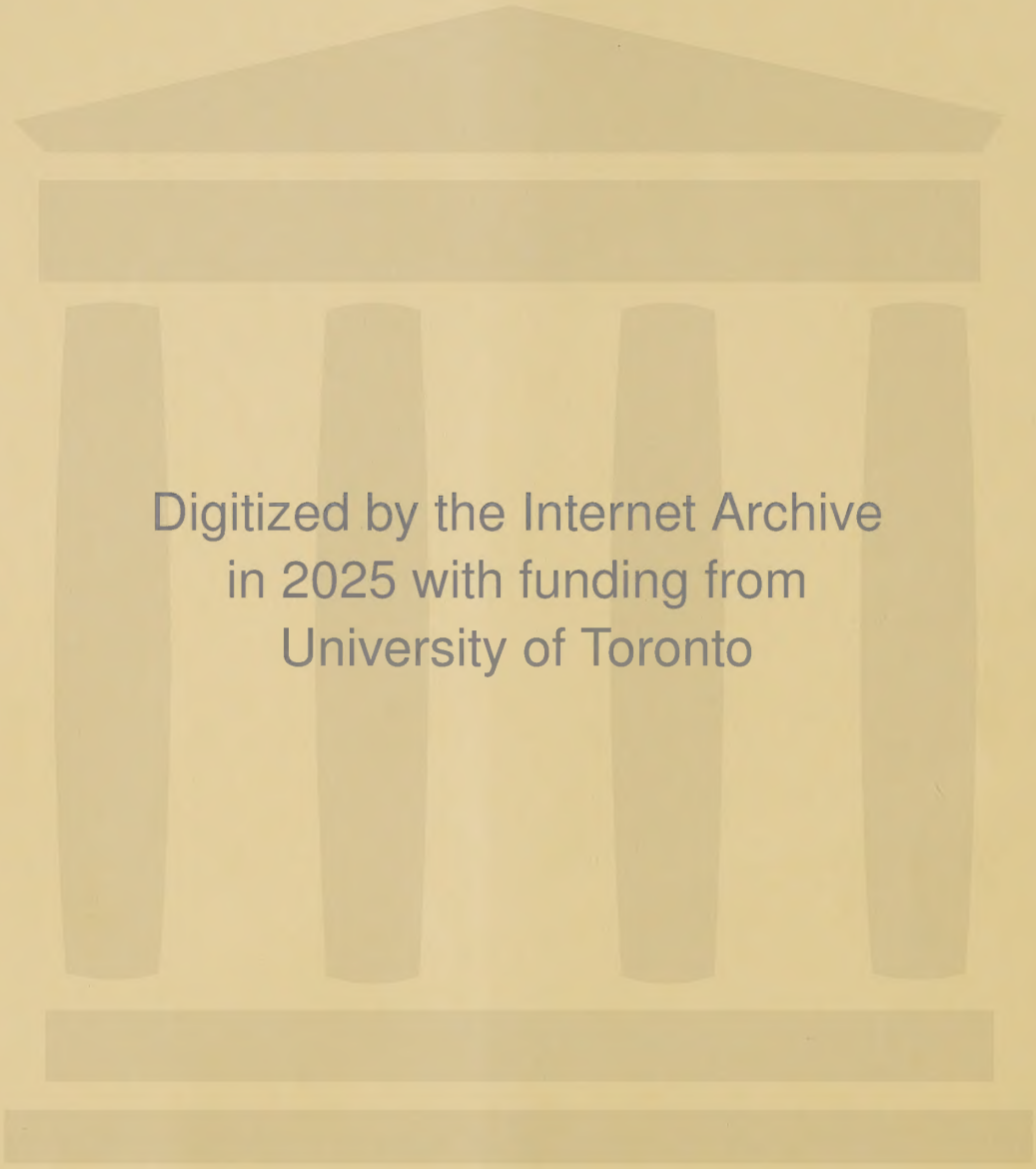
DRAFT

JANUARY, 1988

Report or draft document for discussion purposes only.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1. INTRODUCTION

Co-operative education is an experiential mode of learning that integrates academic study and classroom theory with on the job experience. It involves a partnership between education, business, industry and labour. In most cases it involves a student, a teacher, an employer and a supervisor/employee.

This resource book should be used in conjunction with the Co-operative Education Policy Document.

The purposes of this resource book are:

- to explain to supervisory officers, principals, teachers, and training station supervisors co-operative education as a mode of delivery and its benefits to students, schools, and communities;

  Students enjoy the practical approach of co-operative education, the relevance it provides to their studies, and the opportunity it presents for testing their long-term career goals. For schools, the benefits are enhancement of their programs and reinforcement of the broad educational goals of curriculum. Sponsoring organizations in both the public and the private sectors recognize that participation in the co-operative education program allows

them to contribute to the economic and educational life of the community.

- to describe in detail the responsibilities of, and commitments required from, participants. For co-operative education to be effective, a large and diverse team of players, including administrators, educators, students, parents, and community organizations, must co-ordinate their efforts.

2. ROLES AND RESPONSIBILITIES

Because the success of co-operative education depends on the effective integration of in-school and out-of-school experiences, activities must be carefully planned and controlled. The roles and responsibilities of administrators, the subject teacher, the student, the school, the sponsoring organization, and the training station supervisors must be outlined, and understood by all.

2.1 PROGRAM ADMINISTRATION

Co-operative education programs may be administered from a central location, such as the board office, or at each school, or a combination of the two. A school board must identify a supervisory officer to

oversee the general practices of such programs in all schools within its jurisdiction.

In a centrally administered program, the board-based teacher performs all duties deemed necessary to the success of the program and serves as a resource person for classroom teachers. As very close co-operation between the in-school teachers and the board-based teacher is required, this model is effective when the board-based teacher serves a relatively small number of students from several schools.

In a school-based program, co-operative education is administered by some of the department heads or a group of teacher(s) within the staff of each school. Such department heads or teacher(s) must perform all the required administrative duties.

A third form of administration combines elements of school-based and board-based programs.

2.2 RESPONSIBILITIES OF THE CO-OPERATIVE EDUCATION DEPARTMENT OR COMMITTEE

Co-operative education departments or school committees have been established in many schools, to facilitate communication between all the participants

in the co-operative program, to promote an understanding of co-operative education throughout the school and the community, to set standards, and to monitor all aspects of the program. The duties of the department or committee may include:

- providing recommendations to the timetabling committee;
- preparing course descriptions for the student handbook;
- developing an approach to public relations within the school and the community;
- assigning responsibility for ensuring the relationship between the out-of-school component and the relevant guideline;
- establishing the admission criteria and enrolment procedures for co-operative education programs;
- reviewing student selection procedures;
- reviewing evaluation methods and reporting procedures;
- reviewing the procedures for recruiting, evaluating, documenting, and fully utilizing student training stations;
- periodically reviewing the needs of its school population, to see whether existing programs should be expanded or new programs developed;
- planning and implementing regular in-school activities for all partners in the process;

- collecting data for use by the school, the board, and the ministry.

A co-operative education department or committee can provide a foundation of information and support on which to build a quality co-operative program.

2.3 RESPONSIBILITIES OF THE PRINCIPAL

A co-operative education program requires the approval and support of the principal.

It is expected that the principal will facilitate the program by establishing an effective and manageable student/staff ratio;

The co-operative education mode makes considerable demands on the time of teachers who must outline the out-of-school activities in the individulized training plan, establish criteria for student evaluation, and monitor students' out-of-school progress. These are legitimate demands, and it is the principal's responsibility to ensure that teachers have the time to meet them.

The principal should make certain that a work area, telephone service, secretarial assistance, and

necessary funds from the school budget are made available to the co-operative education program.

The principal is responsible for organizing the school timetable to facilitate the co-operative education program. Generally speaking, any timetable organization that results in irregular or varying attendance patterns at the training station is not ideal. Most businesses and community organizations conduct their daily work in a sequential order, and many are unwilling to accept a student whose timetable does not parallel their operation.

Recommended timetabling practices include:

- scheduling multiple class sections, to minimize subject and time conflicts;
- scheduling the in-school component to allow students to participate concurrently in the out-of-school component. When this is not possible, the in-school component must precede the out-of-school component.

2.4 RESPONSIBILITIES OF THE TEACHER

Teachers involved in co-operative education must be knowledgeable in both co-operative education and the

subject area in which the out-of-school credits are being awarded.
Throughout this resource book this definition will apply whenever the word "teacher" appears.

Teachers involved in co-operative education are expected to use every possible means to ensure that the in-school and out-of-school components are mutually reinforcing and that the combination meets the educational needs of students.

Enthusiasm and commitment to the program are of utmost importance. The co-operative education teacher must also be a self-starter and have effective interpersonal skills. Teachers involved in co-operative education must be knowledgeable in both co-operative education and the subject area in which the out-of-school credits are being awarded. A three-part co-operative education specialist's course is available through all faculties of education.

2.4.1 STUDENT INTERVIEWS AND ORIENTATION

A structured interview with each potential student is an essential part of the teacher's job and must be conducted prior to the start of the course. The purpose of the interview is to assess the student's

needs and qualities, thereby facilitating the matching of the student with the training station.

In order to facilitate the students' adjustment to an unfamiliar learning environment, pre-placement orientation must be scheduled immediately prior to student placement activities and may be delivered as part of the out-of-school component time. The most effective means of delivering this unit is in a group setting. It is recommended that the time allotted for pre-placement orientation be a minimum of 15 hours. Topics should include health and safety and should convey clearly the formal and informal expectations about behaviour expectations both peculiar to the particular organization and common to most workplaces. Topics to be considered can include dress code, hours of work, the role of organized labour, importance of punctuality and attendance, behaviour towards customers and fellow workers, confidentiality of organizational information, and care of equipment. See pages 14 to 26 for a suggested outline of a pre-placement orientation program. Students should also be advised at school on how to conduct themselves in preplacement interviews (see section 2.7.1). For details about the teacher's responsibility for ongoing guidance, see section 5.

* 1. The Industrial Accident Prevention Association's prepared materials on "Safety at Work" should be considered for inclusion in preplacement orientation.

Contact Industrial Accident Prevention Association
2 Bloor Street West
Toronto, Ontario
M4W 3N8

* 2. The Ontario Federation of Labour has print materials and video cassettes dealing with workers' health and safety. In addition, the OFL has materials that teachers may use to inform students about the labour movement.

Contact Ontario Federation of Labour
15 Gervais Drive
Don Mills, Ontario
M3C 1Y8

- Both of the above organization will provide guest speakers in most cities and towns in Ontario.

CO-OPERATIVE EDUCATION PROGRAMS

P.R.E.P. "PLUS" PROGRAM

(PRE-PLACEMENT AND ONGOING PROGRAM)

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TOPIC

A. Rationale

B. Aims

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D. Content

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2. Getting to Know you
3. Policies and Practices
4. Roles and Responsibilities
5. Co-op Placement/Training Confirmation
6. Applying for a job
7. Preparation for the Interview
8. The Interview
9. Orientation to Workplace
10. Effective Communication

E. Resource List

This outline of the P.R.E.P. "Plus" Program is adapted from a program developed by the Board of Education of the City of North York and is used with the board's permission.

CO-OPERATIVE EDUCATION PROGRAMS

P.R.E.P. "PLUS" PROGRAM

A. RATIONALE

Through instruction and counselling, its purpose is:

- to prepare students for their Co-operative Education Program;
- to assist students in their transition from school to the work place, and
- to offer support and guidance to students throughout their out-of-school component.

B. AIMS

This program is intended to provide instruction and guidance which will:

- prepare students for the out-of-school experience;
- ensure that students are matched to appropriate training stations;
- inform students of program policies, work realities, and career opportunities;

- create a forum for students and teacher/monitor to get to know each other and receive group support;
- provide an opportunity for students to engage in reflective discussions about their out-of-school experiences with their teacher and peers;
- enhance the co-operative education experience for students through increased self-awareness, communication skills, career awareness, job-search skills, knowledge of the realities of the work world and laws governing employment;
- assist student to make informed decisions about educational and career goals;
- provide opportunities for students to explore career alternatives and develop appropriate educational and career plans;
- assist students to appreciate their potentialities and limitations, and
- prepare students for the transition to post-secondary education and/or the work force.

C. GUIDELINES FOR IMPLEMENTATION

Co-ordination and Instruction:

Program co-ordination should be provided by the Co-operative Education Department. Instruction should be provided by the teachers responsible for monitoring students in programs, and

Guidance Department staff. It is most desirable that each monitoring teacher instruct the group of students for whom he/she has responsibility, and that, for consistency, one guidance teacher be assigned to each group.

Level of Difficulty:

Grade 11 or 12, Basic, General, Advanced

Curriculum Guidelines

Guidance: Intermediate and Senior Divisions, 1984

Resources:

The original P.R.E.P. Resource List is recommended (Section E). Some resource materials have been compiled to supplement the teachers' resources.

Evaluation:

Student: Regular attendance is expected. Journals, participation, contribution, and paper-pencil tests will form the basis of student evaluation.

Course: Evaluation of the course will be shared by the teachers, students, and employers, in conjunction with the advisory group.

Scheduling:

P.R.E.P. "PLUS" should be offered during the students' timetabled out-of-school (CEP) time.

Length of Program:

Pre-Placement: 15 or more hours should be scheduled to cover topics 1 - 10 prior to the commencement of the out-of-school placement.

Students and employers must be provided with an exact schedule of class times.

CO-OPERATIVE EDUCATION PROGRAMS

P.R.E.P. "PLUS" PROGRAM

D. CONTENT

Topic	Suggested Timeline (Hours)	Suggested Responsibility
1. COURSE OVERVIEW	0.5	Co-op

Objective: To be familiar with the intent and content of the PREP "PLUS" COURSE and its integration with the Co-operative Education Program(s).

Components: (a) Content
(b) Format
(c) Resources

Resources: (PREP "PLUS")

2. GETTING TO KNOW YOU	0.5	Co-op

Objective: To become acquainted with other members of the course and the instructors.

Components: Introduction of Instructors and Students.

Resources: (C, E, G, H)*

3. POLICIES AND PRACTICES 0.5 Co-op

Objective: To be able to identify expectation of teachers and employers as they relate to the program.

* see page _____

Components:
- (a) Timetable
- (b) Evaluation
  - (i) PREP "PLUS"
  - (ii) Co-op Course
- (c) Attendance, Punctuality
  - (i) PREP "PLUS"
  - (ii) Co-op Course
- (d) Creating First Impression
- (e) Attitudes for Success
  - (i) The Meaning of Attitude
  - (ii) Expectation of Workplace

Resources: (L, K, H, I)

4. ROLES AND RESPONSIBILITIES 0.5 Co-op

Objective: To be knowledgeable about the roles of all parties involved in Co-operative Education Program;

To accept student responsibilities and demonstrate appropriate behaviour.

Components: (a) Student
(b) Monitoring Teacher
(c) Co-op Employer/Supervisor
(d) Board of Education
(e) Ministry of Education
(f) Journal/Log Writing

Resources: (L, K, H)

5. CO-OP PLACEMENT/TRAINING CONFIRMATION 2.0 Co-op

Objective: To reassess occupational choice to ensure a realistic experience which reflects educational and career interests and plans.

Components: (a) Confirming Training Station Choices

Resources: (F, K)

6. APPLYING FOR A JOB 3.0 Co-op

Objectives: To define words related to application forms and job interviews.

To accurately prepare a resume, and application form for employment, and a letter of application.

To understand and be able to relate the purpose, content, structure and acceptable style of the resume, application form and letter of application.

Components: (a) Business Vocabulary
(b) Resume
(c) Application Form
(d) Letter of Application

Resources: (A, B, D, E, G, H, J)

7. PREPARING FOR THE INTERVIEW 1.0 Co-op

Objective: To be able to research a company, organize data, plan and make a telephone call to set up an interview, and plan to travel route.

Components: (a) Preparing Yourself

(b) The Telephone Call/Interview

(c) Getting There

(i) Timing

(ii) Bus Routes

Resources: (A, B, D, H, I, J)

8. THE INTERVIEW 3.0 Co-op

Objectives: to be aware of appropriate dress and grooming for the workplace interview/meeting.

To be able to participate effectively, reflect upon, and follow up the interview/meeting.

Components: (a) Presenting Yourself

(b) Evaluation of the Interview

(c) Letter of Appreciation

Resources: (A, C, D, I)

9. ORIENTATION TO THE WORKPLACE 2.0 Co-op

Objective: To anticipate the expectations, requirements, training, safety practices, and opportunities related to the selected career.

Components: (a) First Week on the Job

(i) Employer Expectations

(ii) Student Expectations

(iii) Understanding the Job

(iv) Duties

(v) Working Conditions

Resources: (D, E, G, H, I, J)

10. EFFECTIVE COMMUNICATION 2.0 Guidance

Co-op

Objective: To be able to speak, act, and listen effectively and accept constructive criticism.

Components: (a) Feedback

(b) Autobiographical Questionnaire

Resources: (C, E, A)

E. RESOURCE LIST

A. Work and Employability Skills Program, Senior Division, Ministry of Education, 1982.
(available at Ontario Government Bookstore, Bay and Wellesley).

B. Teachers Guideline to Pre-Employment Training
Written and produced by the Staff of Youth Employment Service for the Toronto Board of Education. 1982.
(available at Y.E.S., 366-2516 or Toronto Board of Education, 598-4931 ext. 611).

C. Guidance Resource Book
North York Board of Education.
(available at Guidance Services, Drewry Centre, 226-5337 or School Student Services Offices).

D. Government Brochures Booklets etc.
(many are excellent and available at Canada Employment Centres, Ministry of Labour, Civil Liberties Commission, Ministry of Education, Ministry of Colleges and Universities).

E. Guidance Resources: Personnel and Materials
(e.g. school counsellors, C.C.D.O., S.G.I.S., etc.)

F. Vocational Career Centre, Drewry Centre
(226-5144).

G. Career Information Centre, Drewry Centre (226-5144).

H. Co-operative Education teachers, subject teachers.

I. Guest speakers

J. Films

K. O.S.I.S.

L. North York Employer - Student Handbook

2.4.2 CONFIDENTIALITY

The need for confidentiality begins with the process of placing a student with a training station. The student information that the teacher shares with the training supervisor should be factual and relevant to the placement. Confidential information about the student must not be conveyed without the student's prior knowledge and written consent.

Once the student has been placed, confidentiality may be an issue if the student has access to information about clients, processes, or products that a training organization does not want divulged. Teacher should, as part of the training station development and preparation of an individualized training plan, ensure that the training supervisor instructs the student in the requirements for confidentiality.

All co-operative education students should receive general instruction in the ethics of confidentiality as part of their preplacement orientation, and they should be encouraged to discuss confidentiality, and other ethical issues, in the reflective learning discussions that take place during their training.

The need for confidentiality also extends to the training station supervisor's evaluation of the

student. The teacher should discuss the confidentiality of the assessment with the training supervisor. Three case studies are included for your consideration.

Case Study 1

Louise had her co-op placement at the Board of Education's Computer Centre. She was learning to be a data-entry trainee. Louise was doing well at her placement and had received excellent evaluations from her supervisor.

One day she was asked to assist in establishing a data bank that would include all of the teacher names, addresses, phone numbers, age and years of experience and salary level. The next day Louise told her English teacher she knew how old she is and how much money she earned.

As the co-op supervisor on the job what would you do?

Case Study 2

Joe's co-op placement is at the local bank branch as a teller trainee. when he started his placement he was required to sign an oath of confidentiality. by signing this oath he agreed that he would not reveal any information about customers' accounts.

One day, while working with the bank's loan officer, he discovered that his next door neighbour owned a large amount of money to the bank and he had fallen behind in his payments. If he does not make a payment within ten days the bank will repossess his house which had been put up as a collateral for the large loan.

A good friend of Joe's mother has been looking for a good buy on a house in their neighbourhood. This would be a great opportunity for Joe to help out a friend.

What should he do?

Case Study 3

Sandy's co-op placement is in a medical laboratory. she is involved with assisting the lab technician conducting pregnancy tests. Sandy discovered that one of the students in another class in her school is pregnant. Sandy rushed back to school and told her best friend. Eventually the story got back to the pregnant student and she is now in tears in guidance office.

If you were the co-op student (Sandy) what consequences would you expect as a result of this incident?

CO-OPERATIVE EDUCATION CONFIDENTIALITY STATEMENT

I, the undersigned, promise to hold in confidence all matters that come to my attention as a Co-operative Education student at _____ _____ (name of Training Organization). This includes material from and about clients, matters regarding colleagues and other confidential information regarding the organization. I will respect the privacy of the people whom I serve and confer appropriately with my supervisors. I will use in a responsible manner any information gained in the course of my service with _____ (name of Training Organization).

Signed: _____
(student signature)

Date: _____

Name of Co-operative Education Teacher: _____

Name of Training Supervisor: _____

This form is adapted from one used by the Niagara South Board of Education and is included in this resource book with the Board's permission.

2.4.3 INDIVIDUALIZED TRAINING PLANS

It is essential that the subject teacher develop for each student a training plan that suits the student's unique requirements and the possibilities offered by the training station.

Once prepared, the individualized training plan will provide:

- for the co-operative education teacher, an efficient monitoring guide;
- for the training station supervisor, a sequential training outline;
- for the student, a program of learning.

Section 4 provides full details about development of individualized training plans.

2.4.4 HEALTH AND SAFETY AT THE TRAINING STATION

Every precaution must be taken to assure the safety and protection of students during the out-of-school component. Safe work stations, special instructions on safe practices, safety clothing, and the provision of Workers' Compensation Board coverage for students working in areas that are not directly supervised by

> qualified teachers in the employ of a school board are essential aspects of the out-of-school program.

It is the teacher's responsibility to investigate the acceptability of the training station environment. A checklist for this purpose is available from the Industrial Accident Prevention Association. The assistance of knowledgeable personnel in assessing the health and safety conditions should be sought if required. The teacher should consult ministry guidelines that contain sections on safety considerations, such as in the areas of Technological Studies and Science.

Students must learn about health and safety while at the school and carry a positive attitude to the training station. The training station instructors must be reminded of their responsibilities to protect inexperienced students. Students should be made aware of their right not to do work in areas that seem dangerous because of structural weakness, chemical atmospheric conditions, mechanical hazards, or other conditions. Teachers should refer to the legislation on health and safety and the Occupational Health and Safety Act available from the Government Book Store, 880 Bay Street, Toronto.

The local branch of the Ministry of Labour can provide the health and safety standards against which to evaluate any local business or industry.

2.4.5 RECORD KEEPING

Proper record keeping by the subject teacher will facilitate the following:

- satisfaction of Co-op Policy Document requirements;
- reporting of student progress;
- documentation of attendance and hours of work;
- documentation of Workers' Compensation and other insurance coverage;
- compilation of statistics for reports;
- adherence to training station plans;
- continuity of training in the event of change of personnel at training station or school;
- assessment of the program's value;

The following student records must be maintained:

- Work Education Agreements (Workers' Compensation);
- individualized training plans;
- anecdotal records of monitoring;

- record of hours each student spends at training station;
- records of accidental injuries;
- student's performance appraisals/evaluation form;
- student's weekly logs.

It is strongly recommended that the following documents also be prepared and retained:

- student application to the co-operative education program;
- student references;
- training agreement;
- brief outline of pre-placement orientation topics successfully completed by the student;
- student profile;
- training station information;
- a statement on the union position regarding co-operative education students where applicable;
- personal information about each student;
- accurate and current list of sponsoring organizations and training stations;
- record of employer recognition;
- schedules of on-site monitoring visits.

2.4.6 LIAISON

The teacher's involvement with the training organization includes, in addition to developing an individualized training plan and making on-site visits:

- making preplacement visits;
- planning the placement of each student;
- making contact during the student's first week on the job;
- handling problems expeditiously;
- expressing appreciation through a social function;
- providing in-service training for training station supervisors.

Teachers should also keep the school administration up to date on all the developments involving co-operative education students.

2.5 RESPONSIBILITIES OF STUDENTS

Enrolment in a co-operative education program requires a considerable commitment from the student. It is essential that the school application and enrolment process emphasize this and provide opportunities for students to learn and understand

their responsibilities. Chief among these responsibilities is meeting the requirements of the teacher and the training station instructor.

2.5.1 ATTENDANCE

Students must attend both the in-school and the out-of-school components. They should realize that the training organization is counting on them to complete their assigned tasks.

The student should be aware of the procedures established by the teacher and the training station supervisor for recording attendance and for reporting absenteeism and lateness.

If a student is going to be late or absent, he or she must inform the school and the training organization.

2.5.2 COMPLETION OF REPORTS AND ASSIGNMENTS

To reinforce the relationship between the in-school and out-of-school components, the teacher must give special assignments. The nature of these assignments, their frequency, and how students achieve on them should be clearly outlined for students by the teacher. Completed assignments may

form the basis of in-school reflective discussions and are evidence of progress and learning at the training station.

Students are required, as part of the out-of-school component, to:

- prepare weekly logs or activity reports;
- participate in preplacement orientation sessions and, after placement, in integration discussion sessions;
- evaluate all elements of the program;
- complete projects such as interviewing co-workers or exploring career opportunities;
- report the total number of hours spent in the out-of-school component.

Suggestions for students regarding a summary report are included for your consideration.

STUDENT GUIDELINES FOR SUMMARY REPORT ON CO-OPERATIVE EDUCATION

INSTRUCTIONS: Now that your CO-OP training will soon be completed you are to prepare a summary report of your overall experience
This report will contribute towards your final mark. It will also provide employers and teachers with valuable and constructive feedback on the program. Your are to answer the following questions in essay form. Please edit your report prior to having it typed for submission to your CO-OP teacher.

Length: Minimum of three pages, double spaced on one side only.
DUE DATE:

COVER PAGE INFORMATION Please include the following items:

1. Title: SUMMARY REPORT on CO-OPERATIVE EDUCATION,
2. Name of the business or government ministry providing training station,
3. Name and title of your job training supervisor,
4. Dates for commencing and completing job training,
5. Name of the CO-OP teacher monitor, and
6. Name of CO-OP student and secondary school and date.

SUMMARY REPORT CONTENTS

1. Name your CO-OP training position and business or government ministry.
2. Describe your position by identifying your duties.

3. What equipment were you required to use during your training?
4. Which duties did you enjoy the most? Explain.
5. Which of your duties were less interesting? Why?
6. How well did the other employees relate to you? Explain.
7. How helpful was your training supervisor?
8. What assistance, did you receive from your employer?
9. Did you receive any encouragement regarding future employment? Explain.
10. How well did your activities relate to your in-school courses?
11. What new topics would enhance the content of in-school courses? Explain.
12. What benefits did you gain from this CO-OP experience? Explain.
13. Do you plan to further your education beyond high school? Explain.
14. In your opinion, what qualities or personal attributes do students require in order to be successful in this educational program?
15. What advice do you have for students considering their future involvement in the Co-operative Education program?

2.5.3 COMPLIANCE WITH REGULATIONS OF THE SPONSORING ORGANIZATION

Once at the training station, students must heed the instructions about appropriate conduct provided through their preplacement orientation. It is the responsibility of the student to earn the trust of the participating organization. For instance, students must respect the confidentiality needs of the sponsoring organization (see section 2.4.2).

2.5.4 ACCIDENT TREATMENT AND REPORTING

When an accident occurs, the student should inform the training station instructor immediately and seek appropriate medical treatment. As soon as possible after treatment, the student should inform the teacher. Students should be aware that they are covered by Workers' Compensation. The Ministry of Education Workers' Compensation group number must be communicated to the treating physician or agency. Refer to section 6 of this manual for a full discussion of Workers' Compensation coverage.

2.5.5 PROGRAM PROMOTION AND PUBLIC RELATIONS

Students are excellent program promoters, both in the school and in the community. A satisfied, enthusiastic student is an excellent ambassador to the community and, within the school, to the staff and other students.

Students' supportive activities can include:

- relating their experiences to classmates in student assemblies and classroom presentations;
- taking another student to the training station as part of a job shadowing or work study program;
- organizing a social function to express appreciation to a supervisor;
- honouring an organization by accompanying its representatives to an appreciation function;
- presenting the training organization with a certificate or plaque of appreciation;
- writing a thank-you letter to the training organization.

See section 7 of this manual for more information on promotion and public relations.

2.6 PARENTS' ROLE

A "Parents' Information Night", organized by the school and attended by parents and students, is an excellent way to inform parents about the program and to obtain a commitment from them to help make it work. They can assist by ensuring that their children arrive at their placement on time and by encouraging their children to strive for successful performance. Whenever possible, the school should convey information about the program in the language of the parents.

The school can foster parental commitment by:

- encouraging students to keep their parents informed of their progress;
- including co-operative education achievement in school reports;
- distributing a co-operative education newsletter;
- providing information by telephone.

2.7 RESPONSIBILITIES OF TRAINING STATION SUPERVISORS

The training station supervisor is an important member of a team whose other two members are the student and the teacher. It is important that all

members of the team fully understand their responsibilities and those of the other members. An atmosphere of acceptance and a free exchange of ideas will help all participants to gain maximum benefit from their involvement in the program.

The supervisor fills many different roles: role model, coach, advisor, and evaluator. He or she must ensure that everything is proceeding according to plan, that unanticipated events are dealt with constructively, and that adjustments are made as necessary in order to give students the full benefit of the experience.

2.7.1 INDIVIDUALIZED TRAINING PLANS, AND PREPLACEMENT INTERVIEWS

The supervisor must co-operate with the teacher in the development of the individualized training plan (see section 4). The training plan must be completely developed within the first two weeks that the student is at his/her training station but can be modified as the student's interests, strengths, and weaknesses reveal themselves to the supervisor.

All students must have preplacement interviews with the training station personnel at the organizations

whose sponsorship they seek. The must also present a resumé at the interview. The training supervisor should take this opportunity to determine the acceptability of the student. In making this decision, the instructor should use not only personal judgement but also the information about the student that has been provided in confidence by the teacher.

The preplacement interview also provides the opportunity to get acquainted with the student(s) to be placed and to inform student(s) of their reporting responsibilities.

The proper matching of student to supervisor is vital for the success of the program. Both parties have the right to reject the other. In most cases, however, the interview has a favourable outcome.

2.7.2 STUDENT ORIENTATION AND EVALUATION

The training organization should provide an orientation session for the student before the student starts to work. The training station supervisor should:

- make the student feel welcome and appreciated;
- give the student a tour of the facilities;

- introduce the student to as many employees as possible, including the union representative if applicable and the health and safety committee chairperson;[1]

- explain what the company does, how it is structured, and how the lines of authority operate;
- explain, if relevant, the roles of the union and management;
- explain health and safety procedures;
- outline specific expectations about dress, hours of training, and conduct while at the training station.

Training supervisors can begin the orientation process prior to the student's arrival by informing all personnel who will be in contact with the student of the goals and objectives of the co-operative education program. The staff should know the student's name and the arrival date. The better the staff's preparation, the smoother the experience will be for everyone.

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1 Under current legislation companies with 20 or more employees are required to have a health and safety committee.

During the placement, the training station supervisor should discuss the student's performance and progress with both the student and the teacher. The supervisor should also evaluate the effect of the experience on the sponsoring organization.

Much of the student evaluation will be based on subjective observations of student progress. This information is an important part of experience-based learning: it gives students and school staff the information they need about student performance (and it is used by the teacher in the determination of the final mark). The teacher will discuss in detail with the training supervisor all aspects of evaluation. See also section 6 on evaluation.

2.7.3 TERMINATION

At the end of a successful program, but before the student leaves the training organization, the training supervisor should:

- conduct a final evaluation;
- ensure that books, special equipment, passes, tools, keys, and other items lent to the student by the organization have been returned;

- write a letter of recommendation for the student to give to prospective employers.

If a strike, layoff, slowdown or lockout, occurs during a student's placement, the training supervisor should instruct the student to report to the teacher as soon as practical. The student should not be assigned to a picket line or used to replace a worker affected by the work stoppage.

Students should not be penalized for the occurrence of a work stoppage in their training organization. If the stoppage persists, they must be transferred to a different training station.

A student's training can be terminated early by the training organization if the student's performance is deemed unsatisfactory. Prior to early termination, the student should be told by the teacher and the training supervisor what the problem is and should be given suggestions for solving the problem. A trial period should then be established to give the student a chance to improve.

If these measures fail, the student involved should be removed from the placement. A full explanation must be given to the student. In some cases,

students will learn as much from their mistakes as from their successes.

If it is appropriate and possible to do so, the teacher may place the student in another training station, thereby providing the chance to succeed in a different placement. It may also be appropriate/ necessary to remove the student from the co-operative education program with the resultant loss of credits.

2.7.4 RECORD KEEPING AND OTHER RESPONSIBILITIES

The training supervisor should maintain, for each student, a file containing:

- a copy of the training plan;
- the Work Education Agreement form;
- copies of completed evaluation forms, and blank forms for future use;
- a record of student attendance;
- the student's reporting schedule;
- the in-school course outline;
- school and/or board literature on co-operative education;
- the teacher's schedule.

The training supervisor should:

- contact the teacher if there is an accident;
- discuss career possibilities with the student;
- discuss entry requirements for permanent or part-time jobs;
- help the student relate the job experience to his or her own needs and interests and to the in-school component.

Training station supervisors can expand and enhance their role by:

- attending appreciation functions;
- participating on a school or board advisory committee;
- contributing articles about co-operative education to the company newsletter;
- being guest speakers at schools;
- attending training seminars (see section 2.8.5 of this manual).

2.8 THE ROLE OF THE BOARD

The role of the school board is to ensure that the co-operative education programs offered in its schools meet the requirements set out in the Co-operative Education policy document and have the resources they need to operate successfully. Where large numbers of students participate in co-operative

education programs, a board should appoint a teacher to co-ordinate the program at the school or board level.

The primary responsibility of the board is to provide supervision of the co-operative education programs in its schools. Supervision should include leadership, program management, professional development, and program co-ordination. Whether these supervisory responsibilities are system-wide or school based, there are certain procedures and services that should be provided, although the need for them may vary from board to board. These procedures and services are discussed in the following sections.

Professional development activities and in-service training should be established for all teachers involved in co-operative education. Boards should include such training in regularly scheduled professional activity day programs and should encourage or organize complementary in-service training. Teachers should be encouraged to visit other boards, to learn from them and share ideas. Teachers and co-ordinators should be encouraged to attend professional conferences on co-operative education.

2.8.1 POLICY AND OPERATING PROCEDURES

The board must develop a co-operative education policy and operating procedures and communicate them to all schools. It should ensure that these are understood and followed. To do these things, the board should:

- review existing administrative practices, such as budgeting, information systems, timetabling, and staffing, and change them where necessary to meet the needs of the co-operative education programs;
- conduct in-service activities for teachers;
- develop or revise policy and administrative papers to include co-operative education;
- establish budget allotments for co-operative education that include such costs as transportation, printing, in-service training, community and professional liaison, curriculum development, resource materials, special equipment, clothing, and supplies;
- establish guidelines for schools regarding the co-operative education information to be included in course calendars and subject option sheets;
- establish staff selection procedures that provide personnel who can meet the unique

demands of the co-operative education mode of delivery;

- define the role of co-operative education teachers;
- develop evaluation procedures and use them to assess compliance with the Co-operative Education policy document and board expectations;
- record and store information about available training stations and co-ordinate its utilization.

The intent in all of these tasks is to establish co-operative education as an integral part of the board's processes rather than as an appendage to existing programs.

2.8.2 SUPPORT SYSTEMS

The co-operative education mode of instruction introduces certain unique demands, which may require realignment and/or addition of support systems. Existing systems that support co-operative education may include board or school services such as guidance, media services, subject consultants, budget procedures, timetabling services, standing committees, and student transportation. The needs of co-operative education that may require additional

support systems arise from students' and teachers' functioning outside, school premises. These needs include transportation, health and safety supplies, and liaison with the community.

It is essential that boards recognize the additional demands on their support systems and make adjustments and additions as necessary.

2.8.3 INSURANCE

The school board has a tripartite responsibility with respect to insurance:

- to purchase insurance as necessary to protect students, staff, and employers;
- to see that these parties, and parents, are informed of insurance provisions;
- to ensure that safe practices are followed at the training stations.

Students must be covered by Workers' Compensation prior to starting any work station that isn't supervised by a teacher (see section 3 of this manual for details). In addition, boards may purchase student accident insurance and public liability insurance, as specified in the Education Act, subsection 154(2). Student accident insurance

indemnifies those students who are excluded from Workers' Compensation, in case they are injured while participating in a co-operative education program. In addition, the accident insurance may include coverage for all students while travelling directly to and from the training station.

Public liability insurance may be purchased by the board to insure students and the board against loss or damage to the person or property of others. Teachers involved in co-operative education should review the contents of their personal automobile insurance to ensure that they have adequate protection.

The board can use a variety of means to distribute information about insurance coverage, including letters and pamphlets, instructional units for students, presentations at parent information meetings, and instructions at student orientation sessions.

Another basic element of the board's responsibility for students on work education programs is to see that students, and those who supervise them, are informed of the need for good safety practices. The board must ensure that the co-operative education program includes safety provisions such as:

- loan or purchase of safety supplies such as footwear, safety glasses, and safety helmets for use by students;
- safety instruction in preplacement orientation;
- specification of safety requirements in the training agreement and training plans.

In addition, the board should ensure that in-service training for co-operative education teachers includes such topics as provincial legislation, the Employment Standards Act, and the Occupational Health and Safety Act, and the implications of these legislative acts for students in work education programs.

In summary, the board, acting in an administrative role, must ensure that all aspects of insurance and liability for students are understood and applied to co-operative education programming.

2.8.4 ADVISORY COMMITTEES

It is recommended that boards establish a committee to advise on all co-operative education programs within the board. Boards whose schools are relatively distant from one another or clustered about town centres may wish to establish several advisory committees so that regional interests are represented. Boards may also wish to consider the

establishment of subject based advisory committees. Whichever pattern is chosen, advisory committees can powerfully facilitate the operation of a co-operative education program.

Communication links with the board should be established as part of the committee's structure, and the committee's duties and limitations should be clearly set out. Following are guidelines for establishing and maintaining an advisory committee:

- The committee and its mandate should be established by motion at a meeting of the elected board.
- Operating guidelines should be established for such things as frequency of meetings, the advisory function of the committee, how committee recommendations are to be conveyed to the board, and how the board will respond to the committee.
- The term of office for members of the committee should be included in the committee's operating guidelines.
- Formal appointments to the committee should be made by a supervisory officer of the board.
- Membership should include representatives of employers, students, community groups, government agencies, trustees, labour

organizations, parents, principals, administrators, and teachers. Educators on the committee should play a supportive role only. The chair should be elected from among the employers and community representatives.

- The board should appoint a recording secretary so that the committee members are free of clerical tasks.
- Employer members should represent the main training areas needed for the co-operative program.
- A budget should be established for committee functions such as meetings, conferences, and printing.
- Goals should be set co-operatively by the committee members and the board, and priorities for meeting these goals should be reviewed periodically.

Some tasks that an advisory committee may undertake include:

- establishing procedures for interacting with training organizations;
- reviewing materials and procedures used to administer the program;
- promoting co-operative education to the public;

- providing for student awareness of safety and health in the workplace;
- recruiting new training stations;
- assisting with in-service training for subject teachers;
- providing training for training station supervisors;
- evaluating the program;
- assessing community needs;
- reviewing and updating curriculum materials for existing or proposed programs;
- preparing recommendations for board consideration.

2.8.5 IN-SERVICE TRAINING FOR TRAINING STATION SUPERVISORS

Training station supervisors frequently have questions regarding their role in the co-operative education program. Many of these questions can be answered by the teacher, but the board should also provide structured in-service training sessions for groups of training supervisors. Groups can include all those supervisors involved in one school program, all the supervisors involved in one career area, or all the supervisors in a particular geographical area or community.

A preliminary investigation, in the form of a survey, should be done to determine what training supervisors need and when training should be offered. Topics that might be of interest include:

- co-operative education program goals and organization;
- evaluating and reporting;
- how credits are achieved;
- insurance coverage and Workers' Compensation;
- school board expectations of training organizations;
- how to assist in the development of an individualized training plan;
- what the employer can expect from the teacher;
- student expectations;
- the board's role and responsibilities.

Using the survey findings to plan the training will help to produce interesting, effective, and well-attended in-service sessions.

3. WORKERS' COMPENSATION COVERAGE FOR CO-OP STUDENTS

Note: Although the draft of the accompanying Co-operative Education Policy Document does not allow students to be paid the existing policy as establish by section 5.11 in

> O.S.I.S. allows individual school boards to decide their own pay policy. This section on Workers' Compensation coverage is written to reflect current policies on the payment of students. It may have to be revised when the Co-operative Education Policy Document is finalized.

The Workers' Compensation Board (WCB) was established by the Province of Ontario to compensate workers injured on the job. Most employers are required by the Workers' Compensation Act to pay premiums to the board for the coverage of their employees.

As outlined in Policy/Program Memorandum No. 76A, April 23, 1987, school boards must ensure that students in work education programs, including co-operative education, work experience, and SALEP, are covered by Workers' Compensation when they are at training stations in the community. The premiums are paid by the Ministry of Education. (Training organizations cannot provide WCB coverage unless students are on the payroll, and they usually are not; see section 3.2).

The purpose of providing WCB coverage for students in work education programs is to protect them when they are working in the community in placements that are deemed to be more hazardous than the traditional

school setting. Students are covered under Schedule I of the WCB Act, as are most employees in the Province of Ontario. Schedule I of the act does not allow the injured worker to sue the school board or the Ministry of Education. The injured worker is bound to accept the settlement of the Workers' Compensation Board.

3.1 ARRANGING COVERAGE

An agreement must be completed by the parties concerned before the student starts at the training station. School boards have the option of using either the Work Education Agreement for individual students or the Work Education Agreement for multiple students. If the multiple-student form is used, the addenda to the agreement must clearly provide, for each student:

- name, home address, and telephone number;
- the days and hours when the student will be at the training station. If additional hours or days are authorized at a later date, a note should be added to the contract indicating the change(s);
- a Work Education Consent form signed by the student. The signature of a parent or guardian will be required if the student is under eighteen years of age.

3.2 ELIGIBILITY FOR COVERAGE

All students who are not working as teachers' aides but who are participants in a work education or co-operative education program administered by a publicly funded school board must be covered by Workers' Compensation. The Ministry of Education provides this coverage unless the pupil is on the payroll of the training organization, in which case the organization provides it. Students are not covered for classroom or shop work in the school, or when working as teachers' aides. Students are covered when their training station is located on school board property but in an area that is not directly supervised by a qualified teacher, such as an area supervised by building maintenance staff, an audio-visual centre, or a purchasing department.

It should be noted that the following types of organizations are excluded from compulsory coverage under Regulation 951 of the Workers' Compensation Act:

- barbering and hairdressing establishments;
- veterinary, and dental establishments;
- funeral directing and embalming businesses;
- photography businesses;

- taxidermy establishments;
- some non-profit organizations.

These organizations may apply to the WCB for coverage of their employees but are not compelled to cover their employees. If students are not being paid wages by the organizations excluded from compulsory coverage, then they can be deemed to be employees of the Ministry of Education and therefore eligible for coverage.

If students are receiving wages from this type of organization, then the board must make sure that the organization is also providing WCB coverage. If the organization insists on paying wages but is unwilling to provide WCB coverage, then this training station must not be used. The student cannot be deemed to be an employee of the ministry if another organization is paying wages.

3.3 PERIOD OF COVERAGE

Students are covered during the time they spend at the training station under the supervision of the training organization. Student are not covered when travelling to and from the training station. Most school boards have some form of liability insurance to cover these situations. However, before a student

is placed in one of these situations, the insurance coverage should be verified.

3.4 TYPES OF BENEFITS PAYABLE

The Workers' Compensation Act provides compensation, medical aid, rehabilitation services, and pensions for students injured on the training site.

For the purpose of Workers' Compensation coverage, students are deemed to be employees of the Ministry of Education, although they do not receive wages. For purposes of calculating Workers' Compensation benefits, the deemed rate of pay is the general rate established by the Employment Standards Act. This rate is periodically increased; the Ministry of Labour can be contacted for the current rate.

See the Workers' Compensation Board pamphlet "Making a Claim" for additional details about benefits.

3.5 REPORTING AND CLAIM PROCEDURES

All injuries to students in the co-operative education program, however minor, should be reported by the student to the subject teacher, with full details of when, where, and how the injury occurred.

Accidents requiring only first aid treatment do not have to be reported to the Workers' Compensation Board, but a record of the details must be kept by the school board. If medical treatment by a doctor, dentist, hospital, or other treating agency is required, or if an accident results in lost time from the program, a report must be sent to WCB.

The Employers' Report of Accidental Injury or Industrial Disease form (Form 7) must be completed by the school board representative within three days of an accident. (Copies of this form that include a special section for the employer's identification number are available from the Ministry of Education.) The name and address of the training organization must be indicated, as well as the name and telephone number of the training supervisor.
The original report must be mailed to the Workers' Compensation Board with a copy of the Work Education Agreement within three days. A copy of the report, along with a copy of the Work Education Agreement for the injured student, must be forwarded to:

Ministry of Education
The Centre for Secondary and Adult Education
Room 1641, 16th Floor
Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

If treatment is required at a hospital or a doctor's office, then the student should inform the treating agency that he or she is covered by Workers' Compensation. The student should also make sure that the treating agency has the Ministry of Education firm number (250379-FJ). If the injured student lives in Huron, Oxford, Middlesex, or Elgin County, Workers' Compensation claims should be sent to:

Workers' Compensation Board
200 Queens Avenue
London, Ontario
N6A 1J3

If the injured student lives in the District of Sudbury, Algoma, or Manitoulin, claims should be sent to:

Workers' Compensation Board
30 Cedar Street
5th Floor
Sudbury, Ontario
P3E 1A4

All other claims should be sent to:

Workers' Compensation Board
2 Bloor Street East
Toronto, Ontario
M4W 3C3

For complete reporting and claim procedures, refer to the WCB pamphlet "Making a Claim".

3.6 ANNUAL DATA COLLECTION

The Ministry of Education requires that the following data be submitted by school boards for each calendar year:

- the total number of hours for which the Ministry of Education has supplied Workers' Compensation Board coverage;

- the total number of hours for which training organizations have supplied Workers' Compensation Board coverage;

- the names of the students for whom claims were filed with the Workers' Compensation Board. The corresponding dates of injury and the claim number should also be indicated.

A request for this information will be sent to school boards in December with a requested return date of mid-January.

Compilation of these data will be easier if subject teachers require students to maintain in their log sheets a record of their hours at the training station.

DATA COLLECTION FOR STUDENTS IN WORK EDUCATION PROGRAMS FOR THE 1988 CALENDAR YEAR

Name of School Board	School Board Number

Name of School	School Number	**Total number of out-of-school hours** for workers' compensation coverage was provided and the premium was paid - By the Ministry of Education	By the Training Organizations
School Board Total		HRS	HRS

Name and Title of School Board Official	Signature of School Board Office	Date

85-2088 (12/88)

STUDENTS FOR WHOM ACCIDENT REPORTS
HAVE BEEN FILED WITH THE
WORKERS' COMPENSATION BOARD
DURING THE 1988 CALENDAR YEAR

dent's Name	Name of School	School Number	Date of Injury	Claim Number

3.7 EXTRA FORMS

Additional copies of Work Education Agreement forms and of the special Workers' Compensation Board Forms 7 and 156 that have been printed for work education programs can be obtained from:

Ministry of Education, Ontario
Administrative Services Branch
Distribution Services
26 Breadalbane St.
Toronto, Ontario
M4Y 1C3

Ministry of Education | Ministère de l'Éducation
Ontario

WORK EDUCATION AGREEMENT/ ACCORD SUR LA FORMATION PRATIQUE

See reverse for further details./Voir au verso pour plus de détails.

Date Completed/ *Remplie le:* Nov. 11/87

Please Type/*Dactylo S.V.P.*

School Board/*Conseil scolaire*

A. PARTIES TO THE AGREEMENT/*PARTIES CONTRACTANTES*

1. Name of student trainee/ *Nom de l'élève stagiaire*: Paul Arthur Devlin
Date of birth/*Date de naissance*: 26/02/70 | Age/*Age*: 17 | Sex/*Sexe*: M

Address/*Adresse*: 26 Murray Street, St. Catharines, Ont.
Home Telephone Number/ *N° de tél. (domicile)*: 646-1935

In-School Subject/ *Matière connexe*: Pattern-Making TMF4GO
Postal Code/ *Code postal*: L2M 1S4

2. Name of training organization/ *Nom de l'organisme de formation*: ETF Manufacturing
Name of training supervisor/ *Nom du superviseur de la formation*: John Anger

Training station address/*Adresse du poste de formation*: 21 Woodburne Ave., Box 128, St. Catharines, Ont. L2R 6R4
Telephone Number/ *Numéro de téléphone*: 684-4368
Postal Code/ *Code postal*: L2R 6R4

3. School/*École*: St. Catharines Collegiate
Name of teacher/*Nom de l'enseignant*: W. W. Brown

Address/*Adresse*: 34 Catherine Street, St. Catharines, Ont.
Telephone Number/ *Numéro de téléphone*: 685-7301
Postal Code/ *Code postal*:

B. SPECIFIC TIME AT TRAINING STATION/*DURÉE DU STAGE ET HORAIRE*

1. Period of Agreement: *Durée de l'accord:* The Student shall, from *L'élève stagiaire devra, du* November 9 198 7 to *au* January 22 198 8 faithfully, honestly and diligently perform the duties of a trainee at the Training Organization as: *exécuter loyalement, honnêtement et assidûment pour l'organisme de formation les tâches de:*

~~Machine Shop/Maintenance Helper~~
(job title/) (profession/)

and devote his/her whole time and attention to such training during the hours hereunder prescribed. *et consacrer tout son temps et toute son attention à la formation pendant les heures précisées ci-dessous.*

2. Hours of Training: *Horaire:* The normal hours of Training shall be from *Les heures habituelles de formation seront de* 12:30 p.m. to *à* 4:30 p.m.

3. Schedule of Training: *Jours de travail:* Identify the days when the student will be at the training station (or attach student's schedule). *Inscrire les jours où l'élève sera au poste de formation (ou joindre l'horaire de l'élève).*

M T W T F

C. WORKERS' COMPENSATION COVERAGE/*CONTRIBUTIONS À LA CAISSE DES ACCIDENTS DU TRAVAIL*

1. Workers' Compensation Coverage will be provided at the Training Station by:/ *La contribution à la caisse des accidents du travail sera versée, en ce qui concerne le poste de formation, par:*

(a) By the Training Organization:/ *l'organisme de formation:*
- ☐ for the entire period/ *pour toute la durée du stage*
- ☐ for the period between _____ and _____ *pour la période comprise entre le* *et* (inclusive) *(inclusivement)*

(b) By the Ministry of Education:/ *le ministère de l'Éducation:*
- ☒ for the entire period/ *pour toute la durée du stage*
- ☐ for the period between _____ and _____ *pour la période comprise entre le* *et* (inclusive) *(inclusivement)*

2. Number of Training Station Hours for which Workers' Compensation Coverage has been provided:/ *Nombre d'heures au poste de formation pour lesquelles la contribution en cas d'accident du travail a été versée par:* (To be completed after completion of out-of-school component)/ *(Remplir une fois le stage terminé.)*

(a) By Training Organization:/ *l'organisme de formation:* 198 ____ | 198 ____
(b) By the Ministry of Education:/ *le ministère de l'Éducation:* 198 ____ | 198 ____

D. RESERVED FOR SCHOOL & BOARD/*RÉSERVÉ À L'ÉCOLE ET AU CONSEIL*

E. SIGNATURES OF PARTIES TO THE AGREEMENT/*SIGNATURE DES PARTIES CONTRACTANTES*

Student/*Élève*: P. Devlin
Parent/Guardian/*Parents ou tuteur*: M. Devlin
Training Organization/*Organisme de formation*: J. Anger
Teacher/*Enseignant*: W. Brown

85-1970(1/87) Copies to: White — Student's O.S.R.; Green — Training Organization Yellow — Board; Pink — Student; Goldenrod — Teacher.
Copies à: blanche — dossier scolaire; verte — organisme de formation; citron — conseil; rose — élève; verge d'or — enseignant.

Workers' Compensation Board | Commission des accidents du travail | 2 Bloor Street East, Toronto, Ontario M4W 3C3 | *Ce formulaire est disponible en français sur demande.*

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Employer's Report of Accidental Injury or Industrial Disease

COPY

Claim No.

● *Please see reverse for further details.*

Identification

Firm Name	Firm No.	Rate No.	Phone No. of School
MINISTRY OF EDUCATION – WORK EDUCATION PROGRAM	250379-FJ		(416) 685-7301

Address & Name of School	City/Town	Province	Postal Code
ST. CATHARINES COLLEGIATE 34 CATHERINE ST.	ST. CATHARINES	ONTARIO	L2R 5E7

Plant, dept. or worksite where employed & address: E.T.F. MANUFACTURING LTD., 21 WOODBURNE AVE. ST. CATHARINES, ONT

Phone No. of Training Organization: 684-4368

Last Name	First Name	Sex	Marital Status	Area Code Phone No (home)	Date of Birth
DEVLIN	PAUL ARTHUR	M		(416) 646-1935	26 02 1970

Address (no., street, apt.)	City/Town	Province	Postal Code
26 MURRAY ST.	ST. CATHARINES	ONTARIO	L2M 1S4

Date of Employment	Occupation at time of the injury and years of experience in that occupation	Years Exp.	Language Spoken if not English	Social Insurance No.
09 11 87	MACHINE SHOP HELPER	0	Ⓑ	483 981 601

Ⓒ Date and hour of accidental injury	Ⓒ Date and hour reported to employer	Name and address of attending physician(s)
20 11 87 3:50 p.m.	20 11 87 4:00 p.m.	DR. G. PARK, 282 LINWELL RD. #209 ST. CATHARINES, ON 934-6165

Claim Information or Industrial Disease

1. What happened to cause the injury?
GRINDING SMALL TOOL ON GRINDER-CUT FINGER
2. Explain what the worker was doing and the effort involved.
GRINDING SMALL AREA OF HOLD-DOWN CLAMP TO REDUCE SIZE
3. Identify the size, weight and type of equipment or materials involved.
2" x 2" STEEL STOCK IN ½" GRINDING WHEEL
4. Describe injury, part of body involved and specify left or right side.
RIGHT INDEX FINGER SMASHED AND CUT (TORN)
5. Where did the accident occur?
IN MACHINE SHOP AREA
6. What conditions contributed to the accident and what steps have been taken to prevent recurrence?
LOOSE PIECE OF STEEL HELD WITH FINGERS. TOOL REST MIGHT BE USED OR CLAMP DOWN IN MILLING MACHINE.
7. Give the names and addresses of witnesses or persons having knowledge of the injury.
KEN WALKER

Please answer ALL questions – Explain "Yes" answers at the bottom of this section or attach a letter if necessary.

		No	Yes
Ⓔ	1. Is the injured person an owner, spouse of the employer, (sub) contractor or executive of the business?	X	
	2. Did the accident happen outside Ontario? If yes, state Canadian province or country.	X	
	3. Was anyone not in your employ totally or partially responsible for the accident?	X	
Ⓕ	4. Do you have any reason to doubt the history of injury?	X	
	5. At the time of injury, was the worker doing work other than for the purpose of the employer's business?	X	
Ⓖ	6. Was there any serious and willful misconduct involved?	X	
Ⓗ	7. To your knowledge, has the worker had a previous similar disability?	X	
	8. Do you have any information that the worker could have returned to work earlier?	X	

Ⓘ Complete this section if the worker will be totally or partially disabled beyond the day of injury.

Ⓙ Provide the average gross earnings on the day of injury and specify: ☒ hourly ☐ daily — $deemed rate is $4.55

Earnings for last day worked	Normal earnings for last day worked
4 hrs. x $4.55	same

Ⓚ Specify type of any additional benefits and weekly value: $ 0

Ⓛ From Revenue Canada TD1 form provide:
Net Claim For Exemption $ ____ Net Claim Code ____

Identify type of employment
☐ Full time ☒ Part time ☐ Casual (Occasional)
☐ Independent Operator ☐ Apprentice CO-OP ED STUDENT

Date and hour last worked	Date and hour returned to work
20 11 87 4:00 p.m.	

Normal working hours on last day worked: From ____ To ____ Estimate length of time off work

Ⓜ Enter worker's normal working days by: F = full day H = half day and total weekly pay hours.

S	M	T	W	T	F	S	Total
	H	H	H	H	H		20

If the worker worked after the first layoff, please enter dates. From ____ To ____

Ⓝ If you have advanced or will be advancing anything to cover period of disability, give particulars including dates covered.

Status	Injury	Injury	Forms	Sig.	App.

Authorized Signature: William N. Brien | Official Title: Co-operative Education Development Officer, Lincoln County Bd. of Education | Date: 23 11 87

4. TRAINING PROFILES AND INDIVIDUALIZED TRAINING PLANS

Co-operative education training profiles form an integral part of the course of studies that principals are required to maintain on file in their schools.

Developed for a given subject or occupation, the training profile is based on the ministry's curriculum guidelines for the in-school component, on the learning activity that can be expected from a typical training station related to the subject or occupation, and on knowledge, skills, attitudes, and information required to achieve the educational objectives. The profile, which usually takes the form of an activities list, should be general in nature and adaptable to any student's needs and entry level. The activities should be related to the in-school curriculum but the profile should also identify equipment and procedures that students can utilize in the out-of-school mode that may not be available within the schools.

Teachers should avoid duplicating the efforts of others in the preparation of profiles by sharing their profiles with other teachers and by taking advantage of any training-profile banks that have been developed regionally or provincially. The

Ontario Co-operative Education Association have produced generic training profiles in many subject areas. These may be used to assist teachers in preparing the individualized training plans. These are available at a nominal charge from the Association. Contact the person in your board who is responsible for co-operative education for more information. (The contents of such banks may be called task inventories, job analyses, role descriptions, or occupational/trade analyses.)

Documents that may be helpful in preparing training outlines include The Canadian Classification and Dictionary of Occupations, The Holland Codes for Canadian Classification and Dictionary of Occupations, Student Guidance Information Service, Choices, and the OCEA modules.

Once the student has been selected, his or her educational needs determined, and an appropriate training station found, the individualized training plan can be developed from an appropriate training profile. Individualization of training plans is stressed because a co-operative education program is meant to build on each student's unique interests and potential. It is because of the need for preplanning that current and/or previous employment experience is not acceptable as the co-operative education

out-of-school component. The individualized training plan is the formal mechanism by which teachers ensure that learning is emphasized at the training station. The finished plan can be used to direct and evaluate student progress. By communicating the student's educational and occupational goals, the individualized training plan helps the training organization to select the appropriate activities.

The training station supervisor should have some input into the individualized training plan. Where they are needed, labour representatives, health and safety representatives, counsellors, and other specialists may also be involved. The final responsibility for the preparation of the plan, however, rests with the teacher. This plan should be developed within the first two weeks or within the first 30 hours that the student is at his/her training station, whichever occurs sooner. The student, the student's direct supervisor, and the teacher all must have a copy of this training plan.

Although the individualized training plan must allow for some flexibility, since periodic appraisal may suggest a need for modifications, it must also be precise enough to include measurable and attainable objectives. A plan that takes a step-by-step

approach is particularly helpful to the training supervisor.

The training plan must meet the criteria for courses of study, specified in section 4.8 of OSIS, and must be kept on file at the school.

The following are some samples of generic training profiles. These are set out in check list format and can be used by teachers to develop the individualized training plan. Some samples of these individualized training profiles are also included.

GENERIC TRAINING PROFILE

AUTOMOTIVE MECHANICS

To Be Performed	ACTIVITIES
	1. Use of Tools
_____	1. Use power tools (air driven) and hand tools.
_____	2. Use power tools (electric)
_____	3. Perform Component removal
_____	4. Clean and organize tool box and tool crib.
	2. Automotive Service
_____	1. Perform engine power flush
_____	2. Perform an oil change
_____	3. Assist in component removal
_____	4. Trace fluid leaks
_____	5. Remove, inspect and replace air cleaner
_____	6. Participate in pre-delivery inspections (PDI)
_____	7. Assist in the removal and installation of a gas tank
_____	8. Wash vechiles
_____	9. Install accessories such as mirrors, radios, etc.
_____	10. Perform chasis lubrication
	3. Automotive Electricity
_____	1. Clean and inspect parts
_____	2. Inspect interior and exterior lighting of vehicle
_____	3. Replace defective lights
_____	4. Align headlamps
_____	5. Test electrical circuit
_____	6. Recharge batteries
_____	7. Recharge batteries
	4. Tires, Brakes and Alignment
_____	1. Install tires to rims
_____	2. Balance tires
_____	3. Install tires to vehicles
_____	4. Repair tire air leaks
_____	5. Assist with front end alignment
	5. Engine and Power Train Maintenance and Repair
_____	1. Wire brush valves to remove carbon buildup
_____	2. Remove and sandblast spark plugs
_____	3. Remove and replace rocker cover
_____	4. Install rings on pistons
_____	5. Install pistons
_____	6. Install oil pan
_____	7. Assist with compression test
_____	8. Assist with vacuum test
_____	9. Assist with removal and replacement of clutch
_____	10. Assist with removal and replacement of transmission and differential

To Be Performed

_____ 11. Assist with engine removal and replacement
_____ 12. Remove and replace cranking motors
_____ 13. Perform general tune up procedures
_____ 14. Change automatic transmission fluid and filter

6. General Shop Duties

_____ 1. Assist master mechanic
_____ 2. Assist apprentice
_____ 3. Pick up and deliver parts
_____ 4. Move vehicles in and out of shop
_____ 5. Assist in test drives
_____ 6. Deliver vehicles to customer

OTHER ACTIVITIES:

_____
_____
_____
_____

GENERIC TRAINING PROFILE

Society: Challenge and Change

THE NATURE OF THE HUMAN SPECIES - KNOWLEDGE

The students should learn about the nature of the human species by examining:

☐ * how the workplace satisfies physiological and existence needs by looking for evidence of:

____ comfortable working conditions (e.g. heating, air conditioning, a desk)
____ safe working conditions

☐ * how the workplace satisfies social needs by looking for evidence of:

____ friendly work groups
____ staff social functions, both formal and informal
____ good relationships between employees, their co-workers and supervisors

☐ * how the workplace satisfies esteem needs by looking for evidence of:

____ employee responsibility
____ high status jobs
____ recognition and praise from co-workers
____ employee incentives and rewards

☐ * how the workplace satisfies achievement needs by looking for evidence of:

____ challenging jobs
____ opportunities to do creative tasks
____ opportunities to advance to other areas

☐ * how people's needs are affected by various factors such as:

____ social/economic background
____ personality factors
____ ethnic background
____ physical/mental handicaps
____ age and sex

Society: Challenge and Change (continued)

☐ * how various environmental factors, such as a tough supervisor or a deadline, can affect human behaviour

SOCIAL BEHAVIOUR - Knowledge

The students hould learn about social behaviour by examining:

☐ * prejudice, stereotyping and discrimination in the workplace by looking for:

____ evidence of prejudice, stereotyping and discrimination
____ the causes of prejudice, stereotyping and discrimination
____ the effects of prejudice, stereotyping and discrimination in work related activities.

☐ * the major influences on a person's work performance by examining the impact of:

____ job responsibilities
____ personality
____ the home environment (e.g. family problems)
____ cultural values and ethics

☐ * behaviour in groups by identifying how people behave with their:

____ supervisors
____ co-workers
____ sub-ordinates

☐ * the different methods used to make requests from people

☐ * how people deal with stress

☐ * the different methods used to handle an indiscretion or a problem

☐ * equality of opportunity in the workplace for men and women, regardless of sex, age or ethnic background

Society: Challenge and Change (continued)

HUMAN COMMUNICATION - Knowledge

The students should learn about human communication by examining:

☐ * the various ways people communicate with each other by looking at:

____ the normal lines of communication between sub-ordinate and supervisor
____ how a sub-ordinate treats a supervisor with respect
____ how a supervisor speaks with various levels of employees

☐ * barriers to human communication such as:

____ technical language
____ prejudice

☐ * methods of overcoming barriers to communication could also be itemized

____ better listening skills
____ minimizing bias

☐ * methods of effective listening

☐ * inappropriate communication in the workplace such as excessive flirtation or sexual harassment

☐ * technically complex methods of communication such as telex and networks

☐ * methods of non-verbal communication by examining:

____ the various types (Sign Language, Blissymbolics)
____ communication between a handicapped and non-handicapped person
____ the use of the computer in non-verbal communication

☐ * appropriate times and places for work related and non-work related communication

☐ * the use of humour in the workplace

____ in friendships
____ between employees and supervisors

Society: Challenge and Change (continued)

IMPACT OF CULTURE - Knowledge

The students should learn about impact of culture by examining:

☐ * The role the media plays in the workplace with respect to:
____ advertising the nature and function of the institution
____ promoting the service/product
____ making people aware of the need for volunteers/financial contributions
____ publicity for the institution, both good and bad
____ promotion by word-of-mouth

☐ * the cultural customs and mores that exist and are respected in the workplace by looking for evidence of:

____ an ethnic custom or habit that is unfamiliar to the student
____ a particular appearance or style of dress
____ the assimilation of individuals with different backgrounds into the workplace

SOCIAL INSTITUTIONS - Knowledge

The student should learn about social institutions by examining:
(with reference to their own (workplace) institution)

☐ * who the clients of the workplace are

☐ * the various roles played by the employees

☐ * the service/product the workplace provides for the clients

☐ * how the service/product meets the needs of the clients

☐ * how the service/product is adapted to meet new or changing needs of the client

☐ * the sources of funding for the institution

Society: Challenge and Change (continued)

☐ * other institutions providing the same or similar service/product

☐ * the expected future of the institution

CONFORMITY AND ALIENATION - Knowledge

The students should learn about conformity and alienation by examining:

☐ * the factors leading to conformity in the workplace by looking for evidence of:

____ peer pressure
____ the presence of authority such as a supervisor

☐ * individual differences in response to pressures to conform

☐ * the advantages to conforming to the rules of the workplace and the consequences of non-conformity

☐ * evidence of the alienation of particular individuals in the workplace

☐ * possible reasons why individuals become alienated by looking for evidence of:

____ introverted/independent nature of the individual
____ ethnic background (prejudice)
____ physical isolation of the employee

☐ * methods of overcoming alienation of an individual in the workplace

AGGRESSION AND VIOLENCE - Knowledge

The students should learn about aggression and violence by examining:

☐ * reasons for aggression in the workplace such as:

____ frustration with a task or a co-worker
____ the presence of an appropriate target, such as a sub-ordinate
____ prejudice

Society: Challenge and Change (continued)

☐ * the consequences of aggression in the workplace

☐ * differences in the nature and tendency of ethnic groups to be aggressive

☐ * sex and age differences in the nature of ethnic groups to be aggressive

☐ * alternate responses to aggression such as talking through a problem

☐ * situations where aggression may be an appropriate response or behaviour

SOCIAL ISSUES - Knowledge

The students should learn about social issues by examining:

☐ * a social issue affecting the institution (such as public funding) by identifying:

____ the main arguments of the issue
____ possible resolutions of the issue

☐ * evidence of affirmative action in the workplace with respect to:

____ sexual harassment
____ discrimination

THE FUTURE: COPING WITH CHANGE - Knowledge

The students should learn about the future and coping with change by examining:

☐ * the impact of new and advanced technology on:

____ equipment presently used in the workplace
____ the ability of the employees to do their jobs
____ the replacement of employees in the future with machines
____ employee's feelings of job satisfaction and self-esteem

☐ * the causes and nature of changes taking place in the workplace

☐ * the effects change will have on employee work groups and motivation

GENERIC TRAINING PROFILE
Society: Challenge and Change

SKILLS - Relate to all units

1 - General activities related to getting the placement:

____ create a resume that has appropriate content and is visually appealing
____ select content that is appropriate to a covering letter
____ attend an interview/meeting at the work site
____ present a resume to the employer to be used during the interview
____ complete an application form
____ be honest
____ dress appropriately
____ use appropriate language
____ contact an employer by phone to arrange for an interview

2 - General activities related to the placement

____ observe workplace
____ learn employee's names
____ learn routines and policies
____ develop rapport with co-workers

Ongoing Activities:

____ have a positive attitude
____ be reliable
____ be co-operative
____ be punctual
____ attend regularly
____ be aware of the non-written rules of the institution
____ adhere to all workplace policies and regulations
____ make appropriate work-related decisions
____ use the language of the placement to assimilate into the workplace
____ be respectful of existing relationships
____ show initiative in developing activities
____ observe safety procedures
____ participate in all aspects of the designated program
____ help with regular routine
____ develop a strong sense of co-operation with other staff at the workplace

Society: Challenge and Change (continued)

____ respect confidentiality of information
____ learn to use any equipment developed for handicapped children/adults
____ be prepared to interact positively with other employees, supervisors and the general public
____ become involved
____ developed good observation skills
____ display enthusiasm
____ respect rules and privileges
____ dress appropriately

3 - Communication Skills

____ develop appropriate communication skills to be used with co-workers, supervisors and the general public
____ develop the ability to communicate effectively
____ develop an understanding of non verbal methods of communication such as Blissymbolics or American Sign Language
____ use appropriate language with co-workers
____ be assertive
____ develop good listening skills
____ be willing to follow instructions
____ use and interpret body language
____ be able to interpret oral and written information
____ develop questioning and thinking skills
____ develop presentation skills
____ record information

4 - Human Relations

____ work in a team environment
____ work independently
____ interact with peers, superiors and sub-ordinates
____ consider other people's feelings
____ use humour
____ practise empathy
____ respect privacy
____ know one's own limitation
____ accept constructive criticism gracefully
____ learn from constructive criticism
____ identify stress
____ recognize stress in others
____ be courteous
____ express appreciation
____ recognize personality conflicts
____ adapt to change
____ develop a professional attitude
____ use tact and diplomacy
____ be able to say "no" tactfully
____ be tolerant of standards not the same as your own

Society: Challenge and Change (continued)

5 - Higher Order Skills

____ participate effectively in small work groups
____ form opinions from information presented
____ discuss the meaning and importance of relevant material
____ discuss and compare the merit of various explanations and ideas
____ observe relationships and make inferences or conclusions about behaviour

The Nature of the Human Species

____ evaluate the relative merit of basic human needs
____ discuss how human needs are influenced by various external factors

Social Behaviour

____ discuss the causes and nature of prejudice, stereotyping and discrimination
____ suggest methods for overcoming prejudice, stereotyping and discrimination
____ identify how people's performance in groups is affected by external (environmental) factors

Communcation

____ discuss non-verbal methods of communication
____ suggest methods of improving listening skills
____ describe how communication differs depending upon the participants (e.g. two co-workers versus and employee and a supervisor)
____ analyze methods of overcoming barriers to communication
____ discuss the effectiveness of various non-verbal methods of communication
____ identify things people do to cover up (mask) their true feelings

Impact of Culture

____ summarize the various ways culture can impact the workplace
____ defend the rights of a minority to live and work in Canada
____ discuss the role of the media in influencing opinions, values or awareness of issues
____ discuss how ethnic background influences work behaviour and attitudes

Society: Challenge and Change (continued)

Social Institutions

____ differentiate between the various functions social institutions may have (e.g. scholastic versus penal)
____ discuss the importance social institutions have in society in general
____ with particular reference to you workplace, discuss the natures the function of the social institution

Conformity and Alienation

____ discuss some of the factors leading to conformity
____ identify how alienation of an individual can occur in the workplace
____ discuss reasons why conformity in the workplace can be advantageous

Aggression and Violence

____ give examples of appropriate and inappropriate aggression in the workplace
____ give examples of some alternative responses in coping with stress
____ discuss the negative impact of aggression in the workplace

Social Issues

____ present an opinion on a social issue (such as sexual harassment and day care finding)
____ use relevant information to support and opinion on a social issue
____ use relevant information to defend an opinion on a social issue
____ suggest possible resolutions to the issue

Society: Challenge and Change

POSITIVE ATTITUDE BUILDING

☐ Students should build/develop:

* self confidence and self esteem
* co-operative spirit in group activities
* sensitivity to individual differences within a group
* sensitivity to cultural differences
* a willingness to discuss value systems, both their own and society's
* an appreciation of value systems, both their own and society's
* a willingness to reserve judgment until significant information on an issue is collected
* an awareness of cognitive skills used in processing and communicating information and ideas
* confidence to examine their own attitudes and compare them to those of others
* sensitivity to change and ability to cope with it

GENERIC TRAINING PROFILE

WELDING PLACEMENT

To be Performed	ACTIVITIES
	1. Welding Safety
_____	1. Personal safety (gloves, boots, leathers, etc.).
_____	2. Coloured eye protection (goggles and shields).
_____	3. Oil and grease "plus" oxygen
_____	4. Storage and handling of gases
_____	5. Regulators and gauges
_____	6. Vehicles and closed containers
_____	7. Asbestos blankets and fire extinguishers
_____	8. Power outlets
_____	9. Ventilation
_____	10. Checking for oxygen and acetylene leaks
_____	11. How to light and shut off oxy-acetylene torch
_____	12. How to open and close cylinders
_____	13. Eye flash and electric shock
_____	14. Arc burns
	2. Welding Processes
	A. Fusion
_____	1. Oxy-acetylene
_____	2. Oxy-hydrogen
_____	3. Atomic-hydrogen
_____	4. Thermit
_____	5. Electric arc
_____	6. Carbon arc
_____	7. Shielded arc
_____	8. Submerged arc
_____	9. Metallic inert gas (M. I. G.)
_____	10. Tungsten inert gas (R. R. G.)
	B. Non-Fusion
_____	1. Forging
_____	2. Brazing
_____	3. Braze welding
_____	4. Silver soldering
_____	5. Soldering
_____	6. Resistance (projection spot seam butt) (Circle those used)
	3. Ferrous and Non-ferrous Metals
_____	1. Iron
_____	2. Galvanized iron
_____	3. Steel
_____	4. Alloy steels
_____	5. Cast iron

To be Performed

6. Tin Plate
7. Aluminium
8. Copper
9. Brass
10. Bronze
11. Stainless
12. Silver
13. Gold
14. Lead
15. Other _____

4. Oxy-acetylene Flames and Flame Parts
1. Acetylene
2. Carburizing
3. Neutral
4. Oxidizing
5. Feather
6. Cone
7. Envelope

5. Welding Equipment
A. Oxy-acetylene
1. Oxygen and acetylene gases and cylinders
2. Hoses
3. Connectors (left and right hand threads)
4. Regulators and gauges
5. Torches balanced pressure injector (circle)
6. Tips
7. Manifold systems
8. goggles
9. Sparklighter and tip cleaners
10. Filler rods

B. Electric Arc
1. Types of welding machines (AC/DC)
2. Electrode holder
3. Ground clamp
4. Electrode Cable
5. Ground cable
6. Chipping hammer and wire brush
7. Electrodes and their codes
8. Electric arc welding helmets

6. Basic Welding Joints
1. Butt
2. Lap
3. Corner
4. Edge
5. Tee

To be Performed

7. Flame Cutting
   1. Straight
   2. Bevel
   3. Hole
   4. Circle

8. Arc Cutting
   1. Straight
   2. Bevel
   3. Hole
   4. Circle

9. Welding Gases
   1. Argon
   2. Helium
   3. Oxygen
   4. Acetylene
   5. Hydrogen

10. Welding Symbols
   1. Reference line
   2. Arrow
   3. Bead
   4. Plug
   5. Fillet
   6. Square edge
   7. Bevel
   8. Vee
   9. "J"
   10. "U"
   11. Weld all round
   12. Field weld
   13. Flush
   14. Contour

11. Welding Terms
   1. Bead
   2. Orifice
   3. Tensile
   4. Ductile
   5. Expansion
   6. Contraction
   7. Kerf
   8. Weaving
   9. Annealing
   10. Downhand
   11. Vertical
   12. Horizontal
   13. Overhead
   14. Padding

To be Performed

_____ 15. Penetration
_____ 16. Adhesion
_____ 17. Backfire
_____ 18. Flashback
_____ 19. Alloys
_____ 20. Sweating
_____ 21. Tack
_____ 22. Slang
_____ 23. Buildup
_____ 24. Porosity
_____ 25. Electrode classification
_____ 26. Malleable
_____ 27. _____
_____ 28. _____
_____ 29. _____
_____ 30. _____

12. Weld Testing
A. Non-destructive
_____ 1. X-ray
_____ 2. Visual
_____ 3. Magnetic
_____ 4. Penetrant dyes

B. Destructive
_____ 1. Tensile
_____ 2. Ductility
_____ 3. Hardness
_____ 4. Root bend
_____ 5. Face bend

OTHER ACTIVITIES:

_____
_____
_____
_____
_____
_____
_____
_____

INDIVIDUALIZED TRAINING PLANS
BIOLOGICAL TECHNICIAN/RESEARCHER

IN-SCHOOL COURSE CODE _____ CREDIT VALUE _____
OUT OF SCHOOL COURSE CODE _____ CREDIT VALUE _____
MINISTRY GUIDELINE _____
NAME OF STUDENT _____ SCHOOL _____
MONITORING TEACHER _____
TRAINING STATION _____
TRAINING STATION SUPERVISOR _____

GOAL

To function as a biological technician/researcher by involvement in a conservation authority.

OBJECTIVES

Knowledge:

- apply the biology concepts necessary to function as a biological technician/researcher
- understand the protocol necessary to function as a biological technician/researcher (dress, language, professionalism)
- explore a chosen career
- understand the relevancy of the in-school biology program as it relates to the field of biological research

Skills:

- develop the biological research skills necessary to be a productive member of a research team
- develop the problem-solving skills necessary to be a member of a research team, e.g. co-operation, decision-making, stress management
- develop effective organizational skills (time/task management skills)
- develop ability to communicate effectively with supervisor and co-workers
- gain practical and marketable interpersonal skills (punctuality, attendance, willingness to learn)
- develop tendency to be a self-directed and self-motivated person in performing these skills

Attitudes:

- develop appropriate expectations and attitudes toward working in the field of biological research
- learn to be patient with others
- learn to understand and respect the needs of others
- develop a sense of confidence based on his/her perception of competence in various areas of skill and knowledge
- learn to be reflective about self and others

These training profiles were adapted from some developed by the Nipissing Board of Education and are used with their permission

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	LABORATORY PROCEDURE DUTIES:			
	a) organize lab materials			
	b) keep lab clean and orderly			
	c) pipe water samples and chemicals			
	d) titrate chemicals			
	e) practice safety procedures			
	g) use equipment:			
	1. sartorius balance			
	2. scales			
	3. analytical balance			
	4. hot plate			
	5. stirrer			
	6. fume hood			
	h) make chemical solutions			
	FIELD PROCEDURE DUTIES:			
	a) use oxygen meter			
	b) use conductivity meter			
	c) perform surface sampling methods			
	d) perform van door (deep water) method			
	e) collect organisms			
	f) record data			
	g) be aware of wetland study			
	h) paddle canoe			
	RESEARCH DUTIES:			
	a) compile summary sheets			
	b) calculate conductivity			
	c) interpret data			
	d) use keys to identify invertebrates			
	e) write formal report of research			
	OTHER RELATED DUTIES:			

EVALUATION OF OUT-OF-SCHOOL COMPONENT

Employers Appraisal ____ % Students Logs & Journals ____ % Assignments ____ %

INDIVIDUALIZED TRAINING PLANS
BIOLOGICAL TECHNICIAN/RESEARCHER

IN-SCHOOL COURSE CODE _____ CREDIT VALUE _____
OUT OF SCHOOL COURSE CODE _____ CREDIT VALUE _____
MINISTRY GUIDELINE _____
NAME OF STUDENT _____ SCHOOL _____
MONITORING TEACHER _____
TRAINING STATION _____
TRAINING STATION SUPERVISOR _____

GOAL

To function as an accountant by involvement in a professional environment.

OBJECTIVES

Knowledge:

- apply the accounting concepts necessary to function as an accountant
- understand the protocol necessary to function as an accountant (dress, language, professionalism)
- explore a chosen career
- understand the relevancy of the in-school accounting program as it relates to the field of accounting

Skills:

- develop the accounting skills necessary to be a productive member of an accounting system
- develop the problem-solving skills necessary to be a member of an accounting system, e.g. co-operation, decision-making, stress management
- develop effective organizational skills (time/task management skills)
- develop ability to communicate effectively with supervisor and co-workers
- gain practical and marketable interpersonal skills (punctuality, attendance, willingness to learn)
- develop tendency to be a self-directed and self-motivated person in performing these skills

Attitudes:

- develop appropriate expectations and attitudes toward working in the field of accounting
- learn to be patient with others
- learn to understand and respect the needs of others
- develop a sense of confidence based on his/her perception of competence in various areas of skill and knowledge
- learn to be reflective about self and others

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	WORK FROM SOURCE DOCUMENT: - analyze and record source documents - complete posting to ledgers - develop a trial balance - analyze for and create adjusting entries - develop a finalized worksheet - be able to do closing entries - report financial statements - make reversing entries - take a post-closing trial balance			
	ACCOUNTS RECEIVABLE: - do aging valuation - know methods of collection - know legal implications - know financial implications			
	ACCOUNTS PAYABLE: - know financial implications - know the benefit of credit to a business - know the value of credit lines with various suppliers and institutions			
	BANKING PROCEDURES: - know how to do a reconciliation - do a petty cash fund - know banking procedures for deposits, interbank, transfers, certified cheques, post-dated cheques, foreign currency, NSF cheques - know and use provincial and federal sales tax - know and use collection and submission methods - know how to apply legal procedures involving deductions for payroll - be able to meet external deadlines as required by the accounting client and reporting agencies with the most efficiency - follow legal requirements in reporting accounting information - practise the required office department of a professional accountant			

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	BANKING PROCEDURES: (continued) - follow legal requirements in reporting accounting information - practise the required office department of a professional accountant - practice public relations with clients that will create an environment of security and well-being - be able to question a client in language that will get the required information - be able to communicate with colleagues in professional language - be aware of his/her competence in their role in the accounting office - know clearly the methods of reporting accounting work within the office			

EVALUATION OF OUT-OF-SCHOOL COMPONENT

Employers Appraisal ☐ % Students Logs & Journals ☐ % Assignments ☐ %

INDIVIDUALIZED TRAINING PLANS
BIOLOGICAL TECHNICIAN/RESEARCHER

IN-SCHOOL COURSE CODE _____ CREDIT VALUE _____
OUT OF SCHOOL COURSE CODE _____ CREDIT VALUE _____
MINISTRY GUIDELINE _____
NAME OF STUDENT _____ SCHOOL _____
MONITORING TEACHER _____
TRAINING STATION _____
TRAINING STATION SUPERVISOR _____

GOAL

To function as a television employee by involvement in a conservation authority.

OBJECTIVES

Knowledge:

- apply the TV production concepts necessary to function editing, producing, stage managing and camera
- understand the protocol methods necessary to function as one of the above (dress, language, professionalism)
- explore a chosen career
- understand the relevancy of the in-school multi-media program as it relates to the field of television

Skills:

- develop the television skills necessary to be a productive member of a television crew
- develop the problem-solving skills necessary to be a member of a TV production crew, e.g. co-operation, decision-making, stress management
- develop effective organizational skills (time/task management skills)
- develop ability to communicate effectively with supervisor and co-workers
- gain practical and marketable interpersonal skills (punctuality, attendance, willingness to learn)
- develop tendency to be a self-directed and self-motivated person in performing these skills

Attitudes:

- develop appropriate expectations and attitudes toward working in the field of television production
- learn to be patient with others
- learn to understand and respect the needs of others
- develop a sense of confidence based on his/her perception of competence in various areas of skill and knowledge
- learn to be reflective about self and others

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	PERSONAL SKILLS: - be responsible i.e. in attendance, in punctuality, in being prepared - learn to deal with authority and to follow orders - illustrate his/her creative imagination in an appropriate manner - participate in pre-production sessions - demonstrate the ability to meet the demands of production deadlines by the use of the decision-making process - learn to deal with the stressful environment of a television station production area EQUIPMENT SKILLS - CAMERA PERSON: - become familiar with the different types of camera equipment - become familiar with the different types of camera shots and the usefulness of each shot - use the equipment in a professional manner - develop confidence in using the equipment - develop the self-confidence to work alone in a fast-moving environment - become familiar with the language of the television script and set - learn about the care and repair of equipment INTEGRATION SKILLS: (Integration of equipment, production) - become familiar with a script (storyboard) - become familiar with the language of the storyboard - become familiar with the language of the storyboard - work with the other individuals who make up the production crew (producer, set designer, editing manager) - become acquainted with the standards expected of a member of a production crew			

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	CAREER COMPONENT: - learn about a career in television - learn about the need for further education in the field - learn about possible institutions for further educational needs - learn about possible employment opportunities and any opportunities for advancement in the field			

EVALUATION OF OUT-OF-SCHOOL COMPONENT

Employers Appraisal ☐ %

Students Logs & Journals ☐ %

Assignments ☐ %

INDIVIDUALIZED TRAINING PLANS
BIOLOGICAL TECHNICIAN/RESEARCHER

IN-SCHOOL COURSE CODE _____ CREDIT VALUE _____
OUT OF SCHOOL COURSE CODE _____ CREDIT VALUE _____
MINISTRY GUIDELINE _____
NAME OF STUDENT _____ SCHOOL _____
MONITORING TEACHER _____
TRAINING STATION _____
TRAINING STATION SUPERVISOR _____

GOAL

To function as a Physical Education teacher by involvement in a elementary school.

OBJECTIVES

Knowledge:

- apply the leadership concepts necessary to function as a physical education teacher
- understand the protocol necessary to function as a physical education teacher (dress, language, professionalism)
- explore a chosen career
- understand the relevancy of the in-school physical education program as it relates to the field of teaching

Skills:

- develop the leadership skills necessary to be a productive member of a teaching team
- develop the problem-solving skills necessary to be a member of a research team, e.g. co-operation, decision-making, stress management
- develop effective organizational skills (time/task management skills)
- develop ability to communicate effectively with supervisor and co-workers
- gain practical and marketable interpersonal skills (punctuality, attendance, willingness to learn)
- develop tendency to be a self-directed and self-motivated person in performing these skills

Attitudes:

- develop appropriate expectations and attitudes toward working in the field of teaching
- learn to be patient with others
- learn to understand and respect the needs of others
- develop a sense of confidence based on his/her perception of competence in various areas of skill and knowledge
- learn to be reflective about self and others

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	PERFORMED WITH ASSISTANCE	PERFORMED INDEPENDENTLY
	I LABORATORY PROCEDURE DUTIES: a) review the intramural program that was previously offered b) introduce the concept of the intramural leadership program to the principal, staff, and students c) outline roles and relationships: intramural leader, teacher/monitor, helpers (students/teachers), participatns (students/teachers) and any other (principal, parents, caretakers) d) make decisions with the principal, regarding the roles and relationships			
	II INTRAMURAL DUTIES: A. THE PROGRAM a) define: population to be served resources to be used program objectives b) determine the activities to be offered c) identify needs: facilities, equipment, money, helpers, publicity (for program), awards, social activities d) determine organization, strucutre, and responsibilities of program			
	B. THE ACTIVITIES a) co-ordinate individual responsibilities regarding leading the activity, helpers, facilities, equipment, publicity, other b) write: job descriptions, a calendar of events, weekly timetables, "to do" lists with deadlines			

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDEPENDENTLY
	C. OPERATION a) publicize the activity b) recruit and train helpers c) operate the activity d) observe e) maintain equipment f) solve any problems that arise g) record the results h) celebrate the successes (awards) i) evaluate: communication, problem-solving, public relations, marketing (publicity), quality and effectiveness of activity j) repeat this operation for each activity			
	D. EVALUATION DUTIES a) evaluate in terms of the program objectives: communication, problem-solving, public relations, marketing, quality and effectiveness of program b) use evaluation to make adaptations in program c) use evaluation to plan for next year: leaders, activities, operations d) plan end of program activities: awards, recognition, thank you			
	III THE CLASSROOM TEACHER: A. GENERAL DUTIES a) report promptly and appropriately dressed at the designated time b) assist with preparation of gym-area for incoming class c) set-up of in-class tournament schedules d) preparation of testing and result-recording e) assist in preparation of teaching material such as diagrams, activity cards, etc.			

IN SCHOOL	TASKS	OUT OF SCHOOL: OBSERVED (Told & Shown)	OUT OF SCHOOL: PERFORMED WITH ASSISTANCE	OUT OF SCHOOL: PERFORMED INDENPENDENTLY
	B. TEACHER- AIDE DUTIES a) lead class in warm-up activities b) supervise small group activities, such as ensuring that work assigned by the teacher is properly performed c) work with individual students who wish to improve their skill level and need individual attention d) supervise drills assigned by the teacher and give coaching tips if an obvious problem occurs e) under direction of the teacher, prepare and instruct lessons to the whole class, or a small group f) act as a spotter in gymnastic activities g) assist in physical fitness activities C. REFEREEING DUTIES a) acquire refereeing skills and assist in class competitions b) assist with intramural refereeing			

EVALUATION OF OUT-OF-SCHOOL COMPONENT

Employers Appraisal ☐ %

Students Logs & Journals ☐ %

Assignments ☐ %

5. MONITORING

The success of the co-operative education mode of delivery is highly dependent on the monitoring system established by the school and the teacher.

The main objectives of the monitoring process are to make certain that everything is proceeding according to the training plan, that unanticipated events are dealt with constructively, and that any needed adjustments are made in such a manner as to promote the learning process.

Specifically, the teacher should ascertain the following:

- that the student is progressing according to the learning goals and objectives of the individualized training plan;
- that the health and safety conditions of the training station are satisfactory and that the student is aware of safety procedures;
- that the student is fully utilizing the available material and human resources of the training station;
- that the student is receiving information on performance, so that adjustments can be made, if

necessary, in the student's behaviour and/or in the setting;

- that the out-of-school activities relate directly to a curriculum guideline.

A regular schedule of formal on-site monitoring should be set up to ensure a sense of continuity for the student and the training station supervisor. Telephone contacts with the training station and informal meetings with the students at school may supplement on-site visits but must not be used as a substitute for them.

The teacher must monitor the student regularly every two to three weeks, or every 30-40 hours that the student is at the training station, whichever is most frequent.

During on-site visits, the teacher must observe the student at the training station, discuss the student's progress, and review the training plan with the supervisor and with the student. The development of procedures, forms, and checklists will facilitate the monitoring process.

A sample checklist is shown on the next page.

CO-OPERATIVE EDUCATION PROGRAMS
MONITORS' CHECKLIST

BUSINESS _____ STUDENT _____

CONTACT _____ POSITION _____

DATES OF VISITATIONS _____ _____

_____ _____

_____ _____

_____ _____

INITIAL VISITATION DISCUSSIONS WITH EMPLOYER

SHOULD INCLUDE:
- Program objectives _____
- Student interests _____
- Student aptitudes _____
- Duties of student _____
- Training outline _____
- Hours of work _____
- Lunch, break time _____
- Facilities (cafeteria/health room) _____
- Introduction to other staff _____
- Structure of company _____
- Tour of company _____
- Dress code _____
- Absentee reporting _____
- Punctuality importance _____
- Safety regulations and procedures _____
- Company and Board accident reporting _____

  (It is also advisable that employers discuss these topics with the students)

Notes _____

_____

_____

BEFORE VISITATIONS

Review Student's File re - log/weekly activity reports
- evaluations/visitation reports
- individual objectives
- notes

ONGOING VISITATION DISCUSSIONS WITH STUDENT SHOULD INCLUDE:

- Punctuality _____
- Attendance _____
- Dress Code/Appropriateness _____
- Duties performed _____
- Satisfaction with Performance _____
- Equipment being used
  Exposure to wide range of equipment _____
- Safety regulations _____
- Company and Board accident reporting
  procedures _____
- Satisfaction with learning _____
- Expectations - are they being met _____
- Interest in work _____
- Compatibility with Supervisor and Staff _____
- Daily Log Activities _____
- Career/Education Goals _____
- Discussion with Supervisor and Staff
  about Career/Education Goals _____
- Parental support _____
- Finances re daily expenses _____

Notes _____

_____

_____

ONGOING VISITATION DISCUSSIONS WITH EMPLOYER SHOULD INCLUDE:

- Punctuality _____
- Attendance _____
- Dress Appropriateness _____
- Duties performed _____
- Quality of work _____
- Quantity of work _____
- Use of time _____
- Work area organization _____
- Follows instructions _____
- Accepts suggestions/criticisms _____
- Dependability _____
- Initiative _____
- Attitude toward work _____
- Interest/Enthusiasm for work _____
- Potential of student
  (strength/weaknesses) _____
- Progress on the job _____
- Expectations - are they being
  met/exceeded _____
- Relationships with supervisor
  and staff _____
- Curiosity and resourcefulness of
  student re Career exploration
- Safety standards adherence YES__ NO__ N/A__

Notes _____

_____

_____

5.1 COUNSELLING

Regular counselling may occur at the training site or at the school as part of the monitoring process. Counselling sessions will grow in importance as the teacher and the student establish a close and confidential relationship. The student may approach the teacher to discuss or obtain advice on concerns such as:

- interpersonal problems at work/school/home;
- career choices;
- self-evaluation;
- school/home/work conflicts;
- issues related to co-operative education: dress, attitude, manners, etc.

It is important that teachers involved in co-operative education recognize their limitations in the counselling process and refer students to qualified school counsellors when difficult problems arise. In this regard, the teacher is encouraged to send students to the guidance department for educational and vocational information and any standardized testing that might be useful.

Teachers involved in co-operative education, who are not trained counsellors, must not be expected, or

encouraged, to become involved in the in-depth counselling of students. Teachers should discuss proper referral procedures with the guidance department.

5.2 INTEGRATION OF IN-SCHOOL AND OUT-OF-SCHOOL ACTIVITIES

It is the integration of classroom activities with on-site experience that is vital for the successful learning of the student.

Time must be provided as part of the in-school component of a course or during out-of-school component time for students to engage in integration activities that link the in-school and out-of-school components. Employers should be informed well in advance of the times of the integration sessions.

These structured integration activities with their peers are vital to the students' understanding of their experiences. The classroom becomes a forum for reflecting on personal experiences, for submitting personal perspectives to public discussion, for personal interaction, for building and testing hypotheses, and for disciplined inquiry. the classroom provides an opportunity for students to make sense out of these experiences, to put these

experiences into broader perspectives, to reflect and analyze how they interact with the rest of the world, and to internalize their learnings.

Integration activities are also designed to:

- reinforce job skills theory
- provide related career information
- provide a forum to discuss problems
- develop leadership skills
- develop decision making skills
- help prepare students to be productive members of society
- examine work critically (rights and responsibilities as a worker/employee)
- develop team building skills
- reinforce skills, techniques and principles learned at the training station

Some school boards have developed units on integration and reflective learning. An example can be found on pages to .

The Guidance Centre, Faculty of Education, University of Toronto published a book, Co-operative Education Modules. One of the modules Reflective Learning: Making Sense of Work Experience in Co-operative Education by Jeffry Piker, provides some very useful suggestions in this area.

CO-OPERATIVE EDUCATION PROGRAMS

Integration and Reflective

Learning Lessson

On

FUTURE WORK: MEETING THE CHALLENGE

This material was developed by the Wellington County Board of Education and is included with their permission.

NOTES TO TEACHERS:

Although these lesson ideas are prepared as a "separate" unit, teachers must be aware of the need to adapt the ideas to their own courses and individual teaching styles. The unit which follows is not intended to be a "recipe" of learning experiences although the concepts and objectives of the unit are considered to be important.

I this unit, teachers should develop a strategy which will interest students, give them a sense of the changes taking place, and raise their awareness of issues and challenges which will affect their lives at work.

Teachers should choose learning experiences which give the students an opportunity to engage in Reflective discussions about their work experience, and to relate in-school and out-of-school learning whenever possible.

Suggested Pre-requisite Discussions:

The Nature and Meaning of Work

The Present Employment Situation

CURRICULUM OUTLINE

Unit: Future Work: The Challenge Ahead

Concepts: The Future, change impact of changes on the workplace, work skills for the future.

Objectives: Students will be able:
1. To recognize that change is ongoing and inevitable.
2. To forecast trends in the workplace and compare to "futurists" predictions.
3. To relate changes in the workplace to their own work experiences and to their future career goals.
4. To identify ways of adapting and coping with the changing workplace.

CONTENT	SUGGESTED LEARNING EXPERIENCES	RESOURCES
Looking into the Future: - "interest-getters" - future vocabulary	1. Interest-Getters: In groups of 3 or 4, have students list as many things as they can which were not available or not possible before 1950. OR Have each student complete the questionnaire "STEP INTO THE FUTURE". Each student then shares 1 or 2 of his/her answers OR Have students complete the handout "The History of Tomorrow". 2. By inquiry and/or discussion, discuss "future vocabulary".	BOOKS: 1. Gough, N. & G. Tickner Language at Work 2. Naisbitt, J. Megatrends 3. Toffler, A. Future Shock and the Third Wave. VIDEOS: *1. FUTURE WORK-NO ROAD BACK, T.V.O. (Co-op Office) OTHER: 1. Cartoons 2. Quotations 3. Collection of Articles related to Future Work. 4. Guest Speakers.
Changes Affecting the Future Workplace - social - technological - economic - political	1. Use cartoon overheads to have students identify some changes. 2. Divide the class into 4 groups and have them brainstorm and record changes they foresee in each area (social, technological, economic, political) 3. Follow-up discussion: Compare and contract the students' lists with those of 1 or 2 "futurists". (see references #1, #2.	

CONTENT	SUGGESTED LEARNING EXPERIENCES	RESOURCES
Impact of Change on the Workplace - shifting job market - high technology - loss of jobs - short work week - more leisure time - work alternatives (job sharing) - "cottage" industry	View part of the Video Future Work - No Road Back (preview first). Identify ways in which the work place is changing, and/or complete and discuss "The Shifting Job Market". In a "circle", have students complete and share their responses to "Pause...and Reflect" (Part A). Optional - complete Part B of exercise.	
Preparing for Change - needed work skills - implications for career choices	Brainstorm: "If you were an employer in the year 2001, what job skills would you be looking for in an employee?" and/or Complete and discuss "Meeting the Challenges." Other summaries, quotations, and assignments have been included for teacher adaptation and use.	

If you could get a glimpse into the future, what would it be like? Will you be looking for jobs in video want ads? Sharing your coffee breaks with a robot.

Imagine that you can take a STEP INTO THE FUTURE.
It's the year 2001!!

The year 2001 is closer than you think!
How many years is it? _____
How many days is it? _____

How old will you be in 2001? _____
Assume that you baby sister is starting kindergarten this year. What grade will she be in 2001? _____

Suggest one way that the following may have changed by 2001?
Family? _____
Food? _____
Housing? _____

Do you look forward to the changes ahead?
(or not?)
WHY?

Imagine the Working World in the year 2001?
How do you think it will have changed?

What job or career do you hope to be involved in the Year 2001?

In what way might it be different from the same job today.

THE HISTORY OF TOMORROW

Instructions: Read each of the following statements and indicate in the blank at the end of the statement what year (between 1988-3000) you think the statement will most likely be TRUE.

Please Note You will do very well! There are no answers yet!

PART A

1. Wrist telephones are popular. _____
2. A pack of cigarettes costs $10.00. _____
3. The First Tourist Service to Outer Space begins. _____
4. Most labourers on assembly lines are replaced by robots. _____
5. The average human being lives to the age of 120. _____
6. Artificial eyesight is possible for blind people. _____
7. The average secretary earns over $600,000 a year. _____
8. The first child are born in a space colony. _____
9. Every type of cancer is now curable. _____
10. The first human being is brought back to life after being frozen. _____
11. More "workers" are working at home than at business/industry sites. _____
12. All grocery shopping and banking is done from a computer in the home. _____

PART B:

Share your responses with the person beside you!!!

PART C:

Statements such as these cause very different personal reactions.

concern ☐ Worry ☐ Others _____

excitment ☐ anticipation ☐

Why?

VOCABULARY OF THE FUTURE

Before one can seriously discuss the "Future", it's important to understand several terms found frequently in references about the future.

In groups, or as a class, record definitions of the following terms:

Trend- _____

Forecast - _____

Prediction - _____

High Tech - _____

Futuristis - _____

Job Obsolescence - _____

Robotics - _____

Job Sharing - _____

Reference #1

LOOKING AT TRENDS

In the corporate world, corporate and strategic planners usually adopt what is called a 4-STEP approach when discussion trends. "S" stands for Social, "T" for technological, "E" for economic, and "P" for political.

1. SOCIAL

- Thirty million population in Canada by 2000
- Older/aging population
- Baby boomers in control/mini boom in 1990's
- Women will hold 50% of all senior positions
- Healthier mind/body (e.g., smoking)
- New family arrangements
- Leisure society/pursuit of knowledge/life-long learning

2. TECHNOLOGICAL

- Electronic world: eliminates time and distance; do anything you want 24 hours a day
- As revolutionary as the printing press (storage/retrieval/communication of information)
- Knowledge replaces money: it is the new intellectual capital
- Information explosion/knowledge explosion/artificial intelligence

- (G-5 computer)
- Computer is extension of human mind/brain
- 80% information/service sector: job loss in offices
- 20 hours/week (flex-time)
- 80% have home computer by 2000: PC on every desk in every office/school
- Electronic cottage: do things from home (school/work/shop); free-lancers
- Hi-tech/hi-touch
- Also bio-genetics, aerospace, etc.

3. ECONOMIC

- Global economy - Pacific Rim
- Post-industrial economy in Canada/USA
- Sell information/knowledge/technology (not gas, oil, wheat-information about gas, oil, wheat)
- Recessions/depression in 1980's debt crisis/deficity/education funding crisis
- Economic boom in 1990's through to 21st Century
- Turbulence/disruption/re-structuring in interim
- Free trade essential with USA, or Canada will die
- North American Common Market

4. POLITICAL

- Issue politics not party politics
- Human Rights legislation
- Electronic voting
- Woman PM in Ottawa, plus 50% female MPs
- Black/woman President in Washington
- Decentralization to Provinces/Municipalities
- Demassification of institutions (including schools - new schools to proliferate)

Excerpt from an address by: Frank Feather Global Management Bureau

Reference #2 LOOKING AT TRENDS

In his book, Megatrends (1982), management specialist John Naisbitt has described the forces transforming American society. The shape of the future owes much to the following trends, according to Naisbitt:

1. Change from an industrial, goods-producing society to a service and/or information society.

2. Change from a technology forced on workers and people, causing alienation and depersonalization, to a high technology balanced by concern for the personal element, called

3. Change from a national economy to a world economy.

4. Change for a short-term orientation, rewards, and planning to long-term thinking, planning, and strategies.

5. Change from centralization to decentralization.

6. Change from institutional help to self-help.

7. Change from representative democracy to participatory democracy.

8. Change from hierarchical organizations (in which power and communication flow from the top down to the base) to networking (in which small groups of individuals connect with each other to talk, exchange ideas, and share information).

9. Change from a concentration of people, wealth, and economic activity in the North and East to the South and West.

10. Change from either/or options or decisions to multiple alternatives and choices.

THE SHIFTING JOB MARKET

Try to guess which jobs will still be around in the year 2001, and those that will have disappeared.

For each of the occupations listed below, check under a + for those that you think will grow, and under a - for those that will disappear. Be ready to explain your choices.

OCCUPATION	A+	A-	WHY?
Aero-astronautic engineers			
Accountants			
Chefs			
Childcare attendants			
Childcare workers, private household			
Computer programmers			
Computer operators			
Computer systems analysts			
Data processing machine mechanics			
Elevator operators			
Employment interviewers			
Farm labourers			
Farm managers			
Farm owners and tenants			
Farm supervisors			
Fast Food restaurant workers			
Financial Advisors			
Graduate assistants			
Hotel Managers and Assistants			
Housekeepers, private household			
Midwives			
Office machine service technicians			
Paralegal personnel			
Public Relations Experts			
Railroad car repairers			
Secondary school teachers			
Shoemaking machine operators			
Tax preparers			
Timber cutting and logging workers			
Travel Agents			
Veterinarians			
OTHERS: Add a few others that may disappear.			
_____			
_____			
_____			
_____			

PAUSE ... AND REFLECT!

PART A:

1. (a) What impacts are new technologies an/or new management styles having at your workplace?

   (b) Is the occupation being re-designed? If so, in what ways?

   (c) Are jobs being re-designed? If so, in what ways?

2. Do you feel that people at your workplace are actively planning for the future? Give examples if possible.

3. What have you learned or observed which is causing you to re-evaluate future goals or plans?

PART B: Ask you EMPLOYER to Pause ... and Reflect

As a class, prepare 5 questions to ask your employer about Future Work.

For example:
1) What long-range plans does your business/organization have?
2) What positive and/or negative trends do you foresee for young people wishing to enter a similar occupation?

Share your results with the rest of the class at a later date if possible.

QUOTABLE

QUOTES...

"Will people really need to work in 2010? For much of society, the answer will be no. The experts tell us that even shorter work hours, longer vacations and sabbaticals for workers won't spread the work around for everyone to have a "job" in the current sense."

Lorne Slotnik

"If you're young today, how do you find your place in the world? How do you choose the right direction, with so many options, with nothing staying the same?"

Future Tense, TVO.

"We are at the dawn of change - its impact is something no one can entirely foresee."

Future Work, TVO.

"Those who fail to look far ahead will soon have problems close at hand."

Japanese Proverb

"We're in the information age where scientific data doubles every 5 years. It is estimated that by 1990 it will double every 20 months; by the year 2000, every year!

Yet education continues to focus on stuffing students with facts. We don't need that in the future. Indeed, we can't keep up with the information explosion. We need resourceful people who can adapt to change."

Frank Feather, President,
Global Management Bureau

"Tomorrow is the first day of the rest of your life."

Anonymous

"Tomorrow's young people will be able to choose from a multitude of jobs, that, a generation ago, would have been considered science fiction."

Anonymous

"Trends are like horses. They are a lot easier to ride in the direction they are already going."

John Naisbitt,
Author of Megatrends.

"Technology can give rise to new skills, and most experts agree that high-tech workplaces make management more dependent than ever on the workers who run the new machines."

Lorne Slotnik

NEW KINDS OF LEARNING ARE NECESSARY

FOR

"LEARNING A LIVING IN THE FUTURE"

-less concern with mastery of content

-greater emphasis on the development of the skills of:

decision-making

problem solving

creativity

critical thinking

evaluation

analysis and synthesis

-development of SELF-CONFIDENCE AND SELF-ESTEEM

-ability to THINK and ACT INDEPENDENTLY

from: Impact of Technology on the World of Work

Meeting The Challenges Ahead...

The question which logically follows a study of Trends is: "Can recognizing trends help us to realistically cope with the demands of the future?" The answer should be YES.

During your co-operative education experience you have been evaluated based on your present job skills. From the long list of job skills listed below, circle the 5-10 which you feel will the most important to your success in the future workplace.

- communicate effectively
- use factual information effectively
- follow instructions precisely
- persist with tasks
- be flexible
- be creative
- participate in retraining courses
- share ideas
- use decision-making skills
- develop good organizational skills
- get along well with others
- be dependable
- respect others
- show initiative
- learn from experiences
- accept direction and/or criticism
- function as a member of the team
- to learn how to find information

Others:

_____ _____

_____ _____

_____ _____

DISCUSSION QUESTIONS:

1. List as many jobs as you can where the above job skills are NOT important.

2. Several futurists contend that "Education continues to focus on stuffing students with facts. We don't need that in the future. Indeed, we can't keep up with the information explosion. We need resourceful people who can adapt to change."

   What do you think education should do to better prepare students for work in the year 2001?

Sample Assignment:

LOOKING AT THE FUTURE THROUGH THE MEDIA

Television, radios, songs, newspapers, magazines, books, etc. all provide us with information, forecasts, predictions (gloomy and otherwise) about the FUTURE WORKPLACE.

Choose one of the following activities and respond to it using the guideline questions at the bottom of the page.

A. View all or part of the Video **Future Work - No Road Back** from T.V.O. (There are several subject-related films/videos as well).

OR

B. Find an article related to the future work place. (e.g. on job-sharing, shorter work week, "cottage industry", etc.)

OR

C. Tape or write out the words to a song or poem which you feel relates to future work.

OR

D. Ask you teachers about other alternatives (e.g. cartoon collection, etc.)

GUIDELINES FOR YOUR RESPONSE:

1. State which activity (A, B, C or D) you chose. Give the date and source if possible.
2. Write down what do you is the most important statement(s) from your chosen if possible.
3. Think about your own future. What implications does the above statement have for your own working life.

SAMPLE ASSIGNMENT: "FUTURES STUDIES" PROJECT

AIMS:

1. To provide an opportunity to explore a future work-related topic in greater depth.
2. To practise research and organizational skills.
3. To become aware of the types of resources available on the topic.

FORMAT: You do not have to limit yourself to a written project. Consider using models, diagrams, interviews, questionnaries, computer simulations, slides, etc., to communicate your information.

CRITERIA: The project should:

- be work-related
- be developed with the approval of your Co-op teacher
- be done individually or in pairs
- include a bibliography

SUGGESTED TOPICS:

1. "NEW" careers
2. Preparing for job success
3. Trends and implications in my chosen career
4. Book review(s) - The Future of Work
5. Challenges for education
6. challenges for small business
7. Challenges for industry
8. Topic of your own choice. (check with teachers!)

PRESENTATION: You may arrange to submit or present your information

EVALUATION: Criteria for written and/or non-written assignment may be co-operately determined by class.

DEADLINES: TENTATIVE DUE DATES -

1. Topic to be chosen by _____.
2. Progress Report due by _____.
3. Project due _____.

6. EVALUATION AND ASSESSMENT

Principles and criteria of evaluation and assessement are outlined in a number of ministry guideliens, e.g., Science, Intermediate and Senior Divisions, 1987.

6.1 EVALUATION OF THE STUDENT

Both formative and summative evaluation should be used. Formative evaluation occurs during the course of learning. Its purpose is to keep students, teachers, and supervisors aware of the objectives that have been set and of the progress towards those objectives. Summative evaluation takes place at the end of a unit or period of time. Formative evaluation prepares students for the summative evaluation stage.

Evaluations can be based on information obtained from some combination of the following:

- questionnaires;
- interviews and conferences;
- employers performance appraisal forms (see page ____);
- informal conversation;

- student logs and journals (see page 121-128);
- anecdotal reports completed by subject teachers after on-site visits.

The three areas of student performance subject to evaluation are skills, work habits and attitudes, and personal characteristics. The skills evaluation should be based on the student's individualized training plan.

For students to function well in the work world, they must have good listening, writing, reading, and speaking skills. These skills, particularly as they relate to the training station, should be subject to formative evaluation. Consideration should also be given to the following:

- ability to get along with others;
- willingness to learn;
- speed of work;
- attention to detail;
- attitude towards work;
- dependability;
- initiative;
- personal appearance/hygiene;
- leadership abilities;
- response to supervision;

- quality of work;
- ability to follow directions;
- attendance and punctuality;
- acceptance of responsibility;
- self-confidence;
- adaptability;
- potential for success in the occupation;
- understanding of the need for organization, supervision, rules, policies, and procedures;
- understanding of the relationship between education and job skills;
- ability to organize time;
- ability to use work-related vocabulary;
- ability to solve problems.

It is the responsibility of the teacher to:

- to receive at least three employer evaluation per semester or six per year.
- develop the evaluative criteria co-operatively with the training station supervisor;
- use a variety of criteria in the evaluation process;
- design forms and questionnaires that are thorough and objective;
- follow the individualized training plan but make revisions if necessary;

- assign a mark at the end of the course;
- maintain a file on each student;
- review various resource documents regularly;
- use formal and informal methods of evaluation.

It is the responsibility of the training station supervisor to:

- develop the evaluative criteria co-operatively with the teacher;
- observe the student's daily performance;
- complete performance appraisal forms regularly;
- discuss the student's performance with the student and the teacher, both separately and together;
- adhere to the student's training plan;
- complete a comprehensive final evaluation.

It is the responsibility of the student to:

- complete logs and/or journals regularly;
- discuss his or her progress with the training station supervisor and the teacher;
- complete school assignments;
- complete a self-evaluation form;
- refer to his or her training plan regularly.
- participate in in-school integration sessions;
- prepare a summary report.

A summative student evaluation can be determined from marks assigned to student activities such as:

- logs or student activity sheets;
- projects;
- reports/assignments (preplacement and ongoing);
- essays;
- participation in in-school integration sessions;

The marks for the student activities are then combined with:

- the training station supervisor's evaluations;
- the teacher's on-site evaluations/anecdotal reports.

CO-OPERATIVE EDUCATION EMPLOYER'S PERFORMANCE APPRAISAL FORM

STUDENT NAME: _____ DATE: _____

TRAINING STATION: _____

DATES ABSENT: _____ DATES LATE: _____

STUDENT' STRENGTHS: _____

SUGGESTIONS FOR IMPROVEMENT: _____

EMPLOYER'S GENERAL COMMENTS: _____

SIGNATURE OF EMPLOYER _____

STUDENT'S COMMENTS: _____

SIGNATURE OF STUDENT _____

EMPLOYER' STUDENT EVALUATION REPORT

Check the appropriate level of student performance in each area.

	UNSATIS-FACTORY 0 - 49%	NEEDS DEFINITE IMPROVEMENT 50 - 59%	GOOD 60 - 69%	ABOVE AVERAGE 70 - 89%	OUTSTANDING 80 - 100%
Appearance Appropriately dressed and groomed for work.	rarely	must often be reminded	needs occasional reminder	almost always	always
Attitude Demonstrates a willingness to learn and to pitch in when needed. Accepts suggestions and shows interest in the organization. Is pleasant and courteous.	seldom	sometimes	usually	almost always	always
Communication Skills Understands and makes self clearly understood.	seldom	sometimes	usually	almost always	always
Co-operation Accepts and follows direction willingly. Adheres to rules of the organization. Gets along with others.	frequently unwilling to follow direction	reluctantly follows direction	accepts direction gets along with others	maintains friendly responsible contacts with everyone	displays courtesy, tact and enthusiasm
Initiative Ability to recognize needs and take appropriate action to ask questions when necessary to.	unable to plan tasks. Always needs to be told what to do	makes an attempt but usually must be told what to do	acts voluntarily in routine matters	undertakes tasks with minimum supervision	self-starter, asks for new jobs, looks for work to do
Productivity Amount and rate at which work is accomplished.	inadequate	barely adequate	appropriate to ability	compares favourable to other workers	far exceeds expecta-tions
Reliability Is consistently on the job. Completes assignments on schedule. Is able to deal with normal business pressures.	only occa-sionally cannot cope with pressure	must be reminded unpredic-table under pressure	usually dependable in routine situations	almost always dependable in routine situations	can always be counted on
Quality of Work Performance reflects accuracy and attention to detail when compared to employees in training situations.	work usually done in a careless manner. Makes many many errors	more than average amount of errors for a trainee	work usually accurate normal amount of errors	good work few errors	very thorough in performing work, rarely an error

6.2. ASSIGNMENT OF JOURNALS, LOGS, AND ACTIVITY REPORTS

Logs kept by students about their experiences can be used by the teacher as tools for monitoring. They provide a record that can be shared and used for assessment. With direction, students can learn to record not only their experiences but also their reflections. Ideally, students will come to use this periodic writing as a means of formulating new concepts. The teacher may use these reports to evaluate the placement itself. The process of writing regularly about their experiences will help students to maximize learning.

For logs, journals, and activity reports to be effective as teaching tools, students must be given:

CO-OPERATIVE BUSINESS EDUCATION STUDENT-EMPLOYEE PROGRESS REPORT

STUDENT _____ DATE _____

COMPANY _____ SUPERVISOR _____

For each factor, circle the appropriate number. Supporting Comments are desirable. Rate as you would a new employee.

PERFORMANCE FACTORS		Poor Excellent
JOB KNOWLEDGE	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Understanding of fundamentals, skills, methods, procedures, and expected results. Keeps abreast of current developments. Essential knowledge of related operations.	Supporting Comments:	
QUALITY OF WORK	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Reliability and accuracy of work produced. Pride in work. Attention to detail.	Supporting Comments:	
QUANTITY OF WORK	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Completed volume of work.	Supporting Comments:	
DEPENDABILITY & INITIATIVE	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Degree of supervision required. Thoroughness, promptness and drive in approaching a task. Decision making. Stability under pressure. Self - starting ability.	Supporting Comments:	
ATTITUDE	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Willingness, interest and enthusiasm. Acceptance of suggestions and criticisms.	Supporting Comments:	
CO-OPERATION AND COMMUNICATION	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
The effectiveness of working relationships with others. Willingness to communicate. Ability to function as a member of a team.	Supporting Comments:	
ATTENDANCE AND PUNCTUALITY	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Responsibility displayed toward regular attendance. Conformance with regular hours of work, lunch and rest periods. Attendance to personal affairs outside of working hours.	Supporting Comments: Total Days Absent _____	
PLANNING AND ORGANIZING	**PERFORMANCE RATING**	1 2 3 4 5 6 7 8 9 10
Ability to plan and organize work and time, and to utilize resources to meet group objectives. Judgement and flexibility in addressing priorities.	Supporting Comments:	

Using the following criteria, please grade the student on his/her total performance in the office compared to what you would expect from a new employee.

Unacceptable	Improvement Necessary for Employment	Employable	Capable and Employable	Outstanding
- | | +	- | | +	- | | +	- | | +	- | | +

MAJOR STRENGTHS Give examples of major strengths contributing to the employee's performance. Identify accomplishments.

IMPROVEMENT AREAS Identify specific areas where improvement may be made to enhance job performance. Explore why any past objectives were not met.

ACTION PLAN

Mutually decide upon specific objectives to be achieved by the employee within the next period.

STUDENT'S COMMENTS

Please include evaluation to _____

Please return this form: (check one)
- ☐ by Mail
- ☐ with the student
- ☐ Hold--teacher will pick it up

Supervisor's signature _____ Date _____

Student's Signature _____ Date _____

SCIENCE CO-OPERATIVE EDUCATION

Student Evaluation

Date _____ Supervisor's Name _____ Student's Name _____

Introduction: For each area in the evaluation, make a performance rating using the scale listed below. Give actual examples to support your ratings in the space provided. Please be honest and realistic in your assessment of the student's performance over the semester. The last page is a summary of strengths, progress, and areas to improve. If possible, discuss the evaluation with the student.

First Evaluation Value 10%
Second Evaluation Value 15%
Final Evaluation Value 25%

Scale For Performance Rating

9 Outstanding - excellent performance which consistently exceeds requirements.
- very employable.

7 Competent - performance is completely satisfactory and consistently meets requirements.
- employable.

6 Acceptable - performance usually meets requirements.
- improvement may be necessary for employment.

4 Unsatisfactory - performance is deficient and clearly below acceptable standards.
- not employable at this time.

Areas of Evaluation	Performance Rating			
INITIATIVE	9	7	6	4
sees what needs to be done and does it, self motivated	Supporting Comments:			
SELF-CONFIDENCE	9	7	6	4
handles routine matters independently, knows when to seek advice, able to evaluate self and benefit from the experience	Supporting Comments:			
RESPONSIBILITY	9	7	6	4
on time, there every day, gives reasonable notice for absences and lateness, aware of safety precautions, completes tasks on time and satisfactorily, seeks responsibility, volunteers for tasks	Supporting Comments:			
CREATIVITY AND FLEXIBILITY	9	7	6	4
willing to take risks and experiment with new ideas, adapts easily to new conditions, able to evaluate on-going situations and modify appropriately	Supporting Comments:			
QUALITY OF WORK AND INTEREST IN WORK	9	7	6	4
professional and positive, takes pride in work, pays attention to detail and is accurate, enthusiastic, enjoys experiences, committed to work	Supporting Comments:			

Science Co-operative Education
Student Evaluation

Areas of Evaluation	Performance Rating			
ORGANIZATION AND PLANNING	9	7	6	4
able to organize work and time, utilizes available resources, keeps work area orderly.	Supporting Comments:			
INTERACTION WITH SUPERVISOR AND CO-WORKERS	9	7	6	4
co-operative, willing to accept direction and suggestions, sensitive to others' needs and feelings, functions as a member of a team, willing to communicate, initiates conversation, volunteers suggestions	Supporting Comments:			
UNDERSTANDING OF SCIENTIFIC PROCESS	9	7	6	4
can identify the steps in scientific research. Can explain his/her involvement in the process. Has a sense of direction in this process.	Supporting Comments:			
UNDERSTANDING OF CONCEPTS	9	7	6	4
has a good grasp of the ideas and concepts underlying the work, can explain the reasoning behind the work, and how his/her work fits in with the work of supervisor and co-workers	Supporting Comments:			

SUMMARY

MAJOR STRENGTHS: Give examples of major strengths that contribute to performance and employability.

PROGRESS: Highlight areas where growth has been most noticeable.

AREAS TO IMPROVE: Identify specific areas where improvement should be made for employability in this field.

This evaluation has been discussed with the student: YES ____ NO ____

Signed:_____

- detailed instructions about how to complete such an assignment;
- a variety of topics;
- an outline of the benefits of such assignments;
- an appropriate method of evaluation.

See samples on pages ____ to ____.

DAILY DIARY

AGENDY: _____ DATE: _____

Total Hours Worked Today:

General Assignment Today:

New Work (specify) or continuing from yesterday?

Specific Tasks:

Skills Involved:

Did you meet any new people today?

Who?

Were you able to apply anything from classes today? Specify.

Overall Impression of today.

CO-OPERATIVE EDUCATION

STUDENT _____ CO-OP PROGRAM _____

TRAINING SUPERVISOR _____

PLACEMENT LOCATION _____

FOR THE WEEK OF _____

FOR SCHOOL USE ONLY
LOG SHEET NEEDS TO IMPROVE IN THE AREAS INDICATED BY CHECK MARK
LEGIBILITY _____
GRAMMAR/SPELLING _____
PUNCTUALITY _____
COMPLETENESS _____
OTHER _____
_____
MARK AWARDED - ____ / 10

DAY/DATE	HOURS WORKED	TASKS/ACTIVITIES PERFORMED
DAY: DATE:	FROM: TO: HOURS:	
DAY: DATE:	FROM: TO: HOURS:	
DAY: DATE:	FROM: TO: HOURS:	
DAY: DATE:	FROM: TO: HOURS:	
DAY: DATE:	FROM: TO: HOURS:	

DAYS ABSENT
This week ___
To Date ___

TOTAL HOURS
This week ___
To Date ___

SUPERVISOR"S COMMENTS _____

Student's Signature _____

Supervisors' Signature _____

This student log was developed by the Sault Ste. Marie Board of Education and is used with their permission.

CO-OPERATIVE EDUCATION
FOCUS

Please foucs on one of your experience this week at your work station. This may involve.

- new equipment
- changes in working procedures
- human relations
- time management problem
- surprising development
- positive or negative experience
- unusual opportunity
- etc.

Use the space below to describe the experience and explain how you were affected by it.

WEEK OF: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

STUDENT'S SIGNATURE _____

IDEAS AND SUGGESTIONS FOR DAILY DIARY

Here are some ideas to help you in recording your work experience, but they are not the only ones, by any means! Try to write on a variety of topics and to explore a number of personal feelings.

1. Describe the BEST thing that happened to you all week - a compliment, a goal accomplished, anew skill learned, etc....

2. What happened that might (or might not) make you want this as a career?

3. How might you need to change yourself to better succeed in this sort of career?

4. Did you learn any new tasks? What were they?

5. What did you do that seemed effective in your relationships with others?

6. Did you do anything that was not effective communication? How could you have improved the situation?

7. What criticisms did you receive? How did they make you feel? How did you respond to them? How could you have improved the situations?

8. what happened to make you feel happy? or unhappy? or proud? or angry?

9. What were some things you wanted to say, but didn't?

10. Did you assert or stand up for yourself on some issue today? How did it work out? How did you feel during it? After?

11. Did you take a risk? How did it turn out?

12. What did you learn from a disappointment or failure?

13. Did anything surprise you? Detail it.

14. Did you discover anything about another person? How did this occur? Give details.

15. Are your feelings changing, with respect to
    - the job?
    - people at the workplace?
    - your boss?

16. What feelings are coming through most strongly as a result of your experiences?

LOG ASSIGNMENT

Write a brief log about an incident that happens at your work place this week. (See below for further information). The log should be about a page in length (single-spaced).

o o o o o o o o o o o o o o o

MORE INFORMATION

The purpose of the log is to develop your ability to learn from experience. All of us are experiential learners. the question is how good are we at it?

Select an incident that has some relationship to a skill you would like to develop or sharpen (such as being a good supervisor) or an area of knowledge in which you would like to become more expert.

The incident may happen to you directly (that is most desirable), but it could be something that you observe happening to others.

The outcome of the incident may be either success or failure. We can learn from both, and make the rest of our lives better if we do.

You should record two things: first is a DESCRIPTION (who? what? where?) and second is an ANALYSIS: (why? how?) Another way of looking at this is that the DESCRIPTION tells <u>what happens</u> and the ANALYSIS tells what you have learned.

DAILY JOURNAL CONCLUSION SHEET

1. What jobs did you learn this week?

2. Who at work did you enjoy talking to most of all?

Why?

3. What was one area of difficulty for you this week? Why? How did you cope with it?

4. Think of <u>two</u> (or more) things that made you feel good. Give details and describe feelings.

6.3 ASSESSMENT OF THE TRAINING STATION

A training station assessment helps to ensure continuity when personnel change either in the school or at the training station. It also facilitates the matching of student to training station. Finally, it serves to indicate whether the station should be used in the following year.

A training station assessment by the teacher and the student may cover the following:

- the orientation provided for the student;
- the range, variety, and scope of the tasks;
- the convenience of the company's schedule for students attending school;
- the safety, and availability of equipment;
- employee morale;
- union/management relations;
- the understanding by personnel of the goals and objectives of co-operative education;
- the convenience of its location;
- friendliness at all levels;
- the overall acceptance of the student;
- the availability of appropriate role models;
- the relationship of the tasks to the in-school component;

- the effectiveness of the individualized training plan.

Two samples of student work place evaluations are included for your consideration.

EVALUATION OF WORK SITE

Name _____ Site _____

INSTRUCTIONS: The following list describes some possible features of a work experience. Please describe your particular experience by circling the appropriate number from 1 to 5.

		Practically Never	Once in a Great While	Some Times	Fairly Often	Very Often
1.	I have enough work to keep me busy.	1	2	3	4	5
2.	What I do is interesting.	1	2	3	4	5
3.	I find my tasks challenging.	1	2	3	4	5
4.	I'm given enough training to do my tasks.	1	2	3	4	5
5.	I do things myself instead of just observing.	1	2	3	4	5
6.	I have adult responsibilities.	1	2	3	4	5
7.	I am learning things that will help me in my future employment or education.	1	2	3	4	5
8.	I am given clear directions.	1	2	3	4	5
9.	I have a variety of tasks to do at the site.	1	2	3	4	5
10.	Adults at site take a personal interest in me.	1	2	3	4	5
11.	I have freedom to develop and use my own ideas.	1	2	3	4	5
12.	I feel I am helping people or improving my community.	1	2	3	4	5
13.	My job is just busy work.	1	2	3	4	5
14.	I think the site is a safe place to work.	1	2	3	4	5
15.	I am appreciated when I do a good job.	1	2	3	4	5
16.	I get help when I need it.	1	2	3	4	5
17.	I discuss my experience with my supervisor or co-workers.	1	2	3	4	5
18.	I feel I'm doing a good job at this site.	1	2	3	4	5
19.	I make important decisions.	1	2	3	4	5

My overall rating of my placement(s) at this point is:

_____ EXCELLENT _____ GOOD _____ FAIR _____ POOR _____ TERRIBLE

CO-OPERATIVE EDUCATION STUDENT SURVEY

Circle the number which most closely expresses your opinion in the following statements.

1	2	3	4	5
strongly disagree	disagree	no opinion	agree	strongly agree

1. The scheduling of my employment time fits in well with my regular classes.
   1 2 3 4 5
2. I find the atmosphere at my work station pleasant and enjoyable.
   1 2 3 4 5
3. I am continually learning new things on the job.
   1 2 3 4 5
4. I am developing some worthwhile skills.
   1 2 3 4 5
5. The monthly employer evaluation sheet is a fair way of evaluating my performance.
   1 2 3 4 5
6. The Weekly Activity Report is a good way of keeping track of what I have done each week.
   1 2 3 4 5
7. The Daily Diary is a good way of recording the highlights of each day's activities.
   1 2 3 4 5
8. The monthly teacher visits are helpful.
   1 2 3 4 5
9. Overall, I think this program is very worthwhile.
   1 2 3 4 5
10. I would recommend this program to other students.
    1 2 3 4 5

a) If this program were available during the summer would you like to participate? Yes _____ No _____

b) How often would you like to participate in this program if it were available?

1 yr. _____ 2 yrs. _____ 3 yrs. _____ 4 yrs. _____ 5 yrs. _____

c) Do you think you may continue working with your employer after this program is completed.

Yes ____ No ____

d) Have you thought of other kinds of work stations you or other students might like to work at in the future? Is so, that?

_____

_____

e) Other Comments: _____

_____

_____

6.4 ASSESSMENT OF THE TRAINING STATION SUPERVISOR

The selection of training station supervisors who are good at their work (and thus can act as role models) is another vital component of a successful co-operative education program. The teacher, the student, or the training station supervisor himself or herself can assess the degree to which the supervisor demonstrates the following:

- understanding of the goals and objectives of co-operative education;
- commitment to the education of the student;
- ability to relate to learners;
- effectiveness as a role model;
- fulfilment of responsibilities;
- willingness to develop an individualized training plan and evaluative criteria;
- ability to give directions;
- ability to give constructive criticism;
- willingness to complete evaluation forms;
- willingness to discuss student performance with the student and the teacher;
- ability to make students feel that they are part of the organization;
- willingness to explain safety procedures;

- willingness to make time when extra counselling is required;
- flexibility;
- ability to evaluate the student.

6.5 SELF-ASSESSMENT BY THE TEACHER

Ongoing self-assessment by the teacher is a valuable activity. Some attributes that can be considered are:

- ability to explain policies and procedures;
- ability to design effective forms;
- frequency of on-site visits;
- length of on-site visits;
- quality of on-site visits;
- ability to counsel students;
- ability to counsel supervisors;
- appearance, courtesy, manners;
- knowledge of the occupational area;
- willingness to consult experts, when required;
- flexibility;
- ability to market the program;
- ability to improve students' existing skills and develop new ones;
- ability to strengthen the relationship between in-school and out-of-school components;

- ability to place students appropriately.

Teachers may find it valuable to be assessed by the students, too, and by the training station supervisors.

6.6 EVALUATION OF THE PROGRAM

Periodic evaluation is necessary to determine the effectiveness of the policies and practices of the co-operative education program.

Co-operative education should be evaluated by those who make policy by those who implement the policy and by the recipients. Different groups may perceive different degrees of effectiveness. Groups or individuals who might be included in the evaluation process include supervisory officers of the board, co-operative education co-ordinators, principals and school departments, subject teachers involved in co-operative education, employers, advisory committee members, trustees, students and parents.

Evaluation may encompass all aspects of the board's role in co-operative education, or it may be more specific. The scope and the methods to be used must be determined in advance. If the boards has a research department, its assistance should be

obtained. Help with designing or conducting the evaluation may be sought from outside professional organizations or agencies.

The following are some of the questions that might be addressed in an evaluation of the co-operative education program:

- Does the school board have a clearly enunciated co-operative education policy?

- Does the school board's co-operative education policy include a staffing formula?

- Have promotional materials been developed that identify the goals of the program and the responsibilities of the participants?

- What is the level of acceptance and understanding of the program by other staff who are not involved in it?

- How well is the program supported by the community?

- If there is a co-operative education advisory committee, how well is it working?

- Have training profiles been developed for all the training stations?

- Are teachers of the in-school component allowed adequate time to monitor their students during the out-of-school component?

- How often do students receive on-site monitoring visits?

- Are teachers maintaining dated anecdotal records of their on-site monitoring visits?

- Do school calendars contain adequate descriptions of the courses that use the co-operative education mode of delivery?

- How effective is the student selection process?

- Do visible minority and disadvantaged youth have equal access to co-operative education programs?

- Does participation in the program help graduates to find permanent jobs?

- Has the program increased student retention?

- Has an efficient system been established for storage and retrieval of information about training stations, students and programs?

7. MARKETING STRATEGIES FOR CO-OPERATIVE EDUCATION

Co-operative education is a shared process that requires the support and participation of school, community, home, and board. The effective operation of this process requires that the four partners have a clear understanding of the responsibilities of the other partners. Teachers can ensure that misunderstandings are eliminated or minimized by conducting activities that promote the various aspects of the program and clarify responsibilities. These marketing activities, primarily communicative in nature, may include school assemblies, reports, presentations to various groups, and public relations events. It is important that all presentations be complete, clear, and honest in their execution and intent. Some promotional materials are available from the Ministry of Education and the Ontario Co-operative Education Association.

Marketing is not an activity to be carried out only when a program is initiated. Promotional events should be part of each semester's or year's program. Promotional techniques that address the expectations

and concerns of each partner in the program will help ensure understanding and support.

7.1 PROMOTING IN THE COMMUNITY

The audience for community promotional efforts consists of all those companies, businesses, agencies, institutions, and other organizations that could provide training or promote the program to others. Some companies are approached in direct response to a particular training need; others are contacted for their support, endorsement, or influence over others. Whatever the purpose of the contact, program materials and presentation must be clear, organized, and concise.

Some of the community organizations that are present in most areas are:

- social agencies, often listed in their own directory;
- the chamber of commerce, which usually has an education committee and resources to publicize the program;
- professional or trade associations for architects, accountants, businesspeople, welders, electricians, etc.;

- service clubs, which frequently welcome a dinner speaker or presentation;
- civic, provincial, and federal institutions, offices, and other agencies;
- media - newspaper, radio, TV.

Directories listing the names and locations of these organizations are available from public libraries. Most municipalities publish a local business directory. The school staff, employers who are already involved, and other associates of the teacher may provide additional names.

Promotional materials are used to introduce and explain the co-operative education program to potential training organizations. It is to the program's advantage if these materials are distinctive and readily identified with the program. Some materials that have proven successful in promoting co-operative education are:

- stationery and newsletters imprinted with a distinctive logo;
- pens, posters, mugs, buttons, and refrigerator magnets inprinted with the program's logo;
- audio-visual presentations using slides or videotapes;

- explanatory pamphlets that highlight specific elements of the program or address particular audiences.

Promotional methods for the community are intended either to introduce the program or to support an ongoing program. In the former case, the emphasis is on explaining a new concept and gaining support; in the latter, the emphasis is on maintaining involvement. To implement either approach, the co-ordinator and the teacher can select from the following techniques:

- making a presentation at a meeting of a club or association;
- following up, after a presentation, by sending materials and making further contacts;
- issuing news releases to local media;
- setting up displays at local conferences and other gatherings;
- encouraging those sponsoring organizations that have in-house publications to feature a co-operative education student;
- inviting training station supervisors to address students at parents' nights and career days and in class;
- developing ways of recognizing employer involvement including employer appreciation

events where plaques or certificates can be presented;

- issuing a newsletter that includes a feature on employer involvement;
- involving local businesspeople in co-operative education;
- publishing announcements of program needs in association newsletters and other member mailings;
- participating in Education Week displays.

In all marketing approaches, the teacher should do systematic follow-up and keep a record of it. Gaining the interest and support of a training organization is only the first step in the marketing process; maintaining them is the next.

The Ministry of Education is producing a videotape and brochures to promote co-operative education. These will be available for distribution in 1988. A radio and advertising campaign will also be launched.

7.2 PROMOTING AT THE BOARD LEVEL

At the board level, the subject teacher (or board co-ordinator, if one exists) should promote the co-operative education program to both the elected and the supervisory officials. Each level should be

given an understanding of how the program operates, what resources are required to support it, and why these resources are needed. Senior officials and trustees will want to know how students benefit from a co-operative program and its effect on a school's organization. Like community marketing, promoting to the board may be directed at starting a program or at maintaining or enlarging a program. Since most of the direct costs of operation are borne by the board, these will be important considerations in any presentation.

Most boards have established channels for communication. These may include regular principals' meetings, administrative council meetings, curriculum and advisory committee meetings, and board meetings. The teacher should become familiar with the formal channels that are available, and should discuss with the principal, the possibility of reporting on the co-operative education program at these meetings. If a newsletter is issued on behalf of the co-operative program, copies should be distributed to these groups.

Informal communication and promotion can also be effective. For example, board officials may be invited to accompany teachers in their monitoring. Direct experiences like these contribute an

understanding of the program that cannot be conveyed in a formal setting. Involving a student or parent in committee presentations is also effective.

Where a co-operative program is established and an advisory committee exists, periodic reports and recommendations from the committee keep the board officials informed and help to maintain support.

7.3 PROMOTING IN THE SCHOOL

Promoting an understanding of the co-operative education program within the school can be done in a variety of ways. It is important that these activities have the support of the principal. Co-operative education should be presented to students as part of the total school curriculum, but a part that requires a special commitment. Conveying the exact nature of co-operative education requires activities such as parent information meetings and individual student counselling - activities that are not normally part of the subject option selection process. The subject teacher should ensure that staff outside the program understand the reasons for these activities and do not perceive them as an oversell of co-operative education.

Some school marketing activities that teachers involved in co-operative education may wish to consider are:

- ensuring that an adequate description of the program is given in the school's course selection book. See pages 147-159 for examples;
- ensuring that the option sheets and option assemblies present the program clearly;
- counselling students individually to ensure an early understanding of the commitment required;
- drawing up guidelines for students and parents that explain the program clearly and concisely;
- making presentations to feeder schools about planning for co-operative education;
- convening parent information meetings to explain the program and gain support;
- creating photographic bulletin board displays of co-operative education students in training stations;
- having students in the program give presentations to school classes or student assemblies;
- mounting posters in various places in the school;
- requesting that co-operative education be an agenda item at school staff and department meetings;

- requiring that other teachers endorse a student's application for co-operative education;
- arranging for Grade 8 students to accompany co-operative education students to their training stations as part of the Grade 8 guidance program.

CO-OPERATIVE EDUCATION PROGRAMS

Listed below are the Co-operative Education Programs offered at L'Amoreaux C.I. Please refer to the option sheet for the specific course code for each program.

A. FOUR CREDIT PACKAGES

Co-operative Education programs are available in most subject areas. In addition to two senior credits that you will be earning through your subject co-op program, all students will be earning two credits in Career Exploration. Students will be in-school for one-third of the Career Exploration course, covering a number of topics directly related to the world of work. The first two weeks of the semester will be in school preparing students in resume and application form writing, taking a good interview, phoning for interviews, as well as pointers on how to succeed on the job. While on the job, students will return to school every two weeks to reflect on their work experiences and study topics such as budgeting, time management, labour organization and job safety. Students will return to the school for one week at the end of the semester to complete the in-school portion of their two credits in Career Exploration. Evaluation for these two credits will be done by the subject teacher for the in-school portion and by the

employer in conjunction with the subject teacher for the out-of-school portion. Students are encouraged to choose their co-op program based on their career objectives, subject pre-requisities and diploma needs. Upon selecting co-op, all students will be interviewed before being accepted into the program.

The individual subject co-op descriptions follow:

BUSINESS STUDIES CO-OPERATIVE EDUCATION

Credit Value: 4 credits - offered semesters 1 and 2

This is a co-operative program which is of value in providing related business experience and career exploration prior to entering a career path through the work force or choosing a program of studies at a post-secondary institution. Through this program, students are placed in an extended, intensive and meaningful work situation while still maintaining contact with the school. Students will be placed in positions which link up to their courses in Accounting, Computer Studies, Marketing, Secretarial, Business Finance or Management Studies.

Upon successful completion of this course, students will receive four senior division credits. Two credits will be in Career Exploration and two credits

will be in Business. The Business Co-operative program is designed for students who have completed their Grade 12 program or will do so by earning 4 credits in this program.

ENGLISH CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

This is co-operative education program which offers the grade 12 student an opportunity to develop further the English skills of writing, reading, speaking and listening in a work situation. Students will be placed with publishers, schools, law offices, public relations firms, libraries, universities, television and radio broadcasting companies, and newspapers. Students will acquire valuable communication skills (particularly, writing) and will gain first-hand knowledge of possible career choices.

The student will receive four senior division credits upon successful completion of the course. Two credits will be in Career Exploration and one or two credits will be in English. the student may want to combine his work experience in English with another related subject area (for example, Business or Mass Media). All students who apply for the course will be interviewed by an English teacher. Credits may be

earned at either the advanced or general level depending upon the eligibility of the candidate and the type of placement.

The pre-requisite for entering the program will be successful completion of four English credits (grades 9-12, advanced or general). The student may use the Co-operative Education program in English as a way of meeting theEnglish fifth credit course requirement (a substitute for ELM3G or ELM4A).

ENVIRONMENTAL AND SOCIAL SCIENCE CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

This program offers and exciting and challenging alternative form of education which combines practical experiences in the community with in-school activities. Students must have successfully completed a senior credit in one of the following areas to be eligible for the course: Man and Society, Law, Geography, History, Politics, or Women's Studies. the student will then be placed in a company or a community/government agency to gain experience in the area which they have studied to clarify their own long-term career goals. Possible placements available are: family service

organizations, schools, courts, law offices, city or government planning departments and museums.

The student will receive four senior division credits upon successful completion of the course - two credits in Career Exploration and two in Social Science. The course will be of primary interest to students entering their Grade 12 year.

FAMILY STUDIES CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semesters 1 and 2

This 4 credit program offers a challenging, dynamic learning experiences which combines practical experience working in the community with class time geared to complement the work environment. Aimed to provide practical life skills experience in the reality of the work force, this program will broaden the student's insight into Family Studies related professions and provide useful information that will expand and enrich life beyond the school. Choice of employment for this program covers a wide range of interests to include: Daycare, hospital work, interior design and food service placements.

FRENCH CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

A very practical and exciting way of using your French language skills while gaining valuable work experience! Our governments and the business world are in an increasing demand for employees such as translators, proof-readers, teachers, letter-writers, receptionists, word-processing personnel, guides and administrators who possess the ability to use second languages, such as French.

Through this program, student are placed in meaningful jobs while still maintaining contact with the school. One-third of the semester will be spent in school reviewing and preparing the skills necessary to do well in the job placement. These will include personal situations, machine operations, business terminology and conditions of work.

It is recommended that the applicant has already successfully completed at least one senior French credit, at the "Advanced" or "General" level. Upon successful completion of the Co-op course, the student will receive four senior division credits, 2 of which will be in Career Exploration.

Evaluation will be done jointly by teacher, employer and student, based on in-school assignments, full attendance and on-the-job experience.

L'Amoreaux Collegiate is one of the few high schools in Toronto offering such an excellent opportunity to use French while gaining practical career-oriented experience!

MEDIA ARTS CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only.

This co-operative course in Media Arts is designed for students who wish to apply the media theory and skills learned in the classroom to a media-related work situation. Students may be placed in jobs in the advertising, radio, television, newspaper, magazine or similar fields. Candidates entering Grade 12 may contact the Media Arts instructor for additional information. This course is a four-credit packaged program with two credits granted for the Career Exploration component and two credits for the Media Arts components.

PERFORMING ARTS CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

Performing Arts Co-op is designed for students with a strong interest in Music and/or Theatre Arts who could like to pursue a career in that field. In order to enter this course the student must have completed one of the following tie-in subjects: Instrumental Music (AM14A), Guitar (AMG3G), Vocal Music (AMV4A) or Dramatic Arts (ADA3A or ADA4A).

Students will placed in local theatres, arts administration offices, schools and private companies involved in the music and theatre business.

Students will earn fours senior credits, two in Career Exploration and two in Music or Theatre Arts.

PHYSICAL EDUCATION CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

This Co-op course in Physical Education is designed for those students who may be considering a career in the fields of physical education, sports medicine, sports management, leisure-time activities specific to their job placement. Students will be given an opportunity to work on a co-operative basis with local elementary schools, community and recreational agencies such as Scarborough Parks and Recreation,

the Y.M.C.A., Rehabilitation Centres, Sport Ontario fitness clubs and physiotherapy sites.

Students will receive four senior-level credits - two in Career Exploration and two in Physical Education.

SCIENCE CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

This is a 4 credit academic program for students whose plans are to attend university or college in pursuit of a science career. Two credits will be awarded in Science and two in Work and Employability Skills. In order to enter this course the student must have completed one of the following tie-in subjects: Physics 3A, Physics 3G, Biology 3A, Chemistry 4A, Chemistry 4G, Biology 4G, Physics 5A, Chemistry 5A, Biology 5A. The Science Co-op credits will be granted at the same level as the tie-in subject unless this subject is at Grade 13 level, in which case a Grade 12 Co-op Science credit will be granted. Through this program the student will be placed in an intensive and meaningful science related work experience while maintaining contact with the school. Examples of possible placements are: hospital biochemistry and hemotology laboratories, clinical genetic research, research laboratories at

University of Toronto, nursing, dental offices, radiology laboratories, engineering companies, aircraft companies, pharmacies, etc.

TECHNICAL CO-OPERATIVE EDUCATION

Credit value: 4 credits - Semester 2 only

this is a four credit course designed to give students an opportunity to apply their technical skills in the work force. Students must have already earned at least one Senior Technical credit in their subject area (Drafting TDR3A/G, TDR4A/G; Electricity TEL3A/G, TEL4A/G; Computer Technology TEC3G, TEC4A/G; Machine Shop TMS3A/G, TDR4A/G). Since employers request knowledgeable and quality students, students are encouraged to take the full complement of technical credits 9 - 12 in a specific subject area prior to taking Co-op. Students will be placed in co-operating companies in the community to gain valuable work experience and company contacts. Many employers have expressed their feeling of satisfaction with the ability and attitude of our students by offering them:

A. Part time (summer) employment

B. Permanent Jobs

C. Apprenticeships

Students will earn four senior credits, two in career exploration and two in technical.

VISUAL ART CO-OPERATIVE EDUCATION

Credit Value: 4 credits - Semester 2 only

This Co-operative course in Visual Art is designed for the student who wishes to apply the art theory and skills learned in the classroom to an art-related work situation. Students may be placed in jobs in museums, galleries, theatre and television production, as well as graphic and other commercial art areas. Candidates entering Grade 12 may contact the Visual Art instructors for more information. This course is a four-credit packaged program with two credits granted for the Career Exploration component and two credits for the Visual Art component.

B. ONE TO THREE CREDIT PACKAGE

Certain students whose needs are not met by the four-credit packaged programs described above may choose to take a Career Planning Co-op course which has been developed from the Personal Life Management guideline. This Co-op option offers 40 hours of in-school instruction and 80 hours of on-the job

work. Topics covered in school include these: Goal setting and Self-Awareness, Making a Tentative Career Plan, Challenges in the World of Work Today and Possible solutions, Future Trends, and Researching Careers.

This course may also be studied along the two credit Career Exploration Course for a total of 3 credits. This unique course is intended for students not presently served by existing subject-linked Co-op courses. For Example, it May appeal to students who are about to drop out of school, to adults seeking a career change or a fresh start, or to senior students who need help in developing realistic career plans.

Evaluation of the in-school portion will be based on participation and written assignments. The out-of-school portion will be evaluated by the employer and teacher monitor with regular input from the student. A weekly journal must be kept and other assignments and projects completed. Out-of-school placements will be tailored to match the career directions of the individual students. Because of the special nature of this course, interested students should apply directly to Mrs. Barrington in the Co-op Officer or through Student Services.

ADULT EDUCATION

L'Amoreaux C.I. also offers credit courses to ADULTS IN OUR COMMUNITY. At present, these are the subject areas with adult courses: Business Studies; French, History and Social Sciences, Physical and Health Education and Visual Art.

Course Descriptions of the above subjects are available in the new Adult Education booklet available in our school office. Arrangements can be made for babysitting at the school.

Listed below are the course descriptions for L'Amoreaux's adult classes. You may enrol by phoning the school (499-4666) or by picking up an application in the main office.

BUSINESS EDUCATION

ACCOUNTING

A course designed to meet the needs of students seeking an introduction to accounting theory for personal use and business application. It will also meet the needs of students who wish to proceed to further study in the field. Fundamental concepts and theories of accounting are introduced with microcomputer accounting applications used to

reinforce these principles. This introductory course concentrates on accounting related to business activities and includes appropriate personal applications. The core requirements include: the accounting cycle for a service and merchandising business, the combination journal and subsidiary.

OTHER EXAMPLES

ART

AVD 4G - Art Co-operative Education Program, General Level, Grade 12.

This course will be offered to a limited number of students who successfully complete the admission requirements and AVD 4G. This co-operative course will be of interest to students who want to gain work related experience in the field of art. Placements will be available in advertising, promotion, graphics, photography, art galleries and printing companies. Check Visual Arts Section for more details.

Prerequisite: AVA 1G, AVA 2G, AVF 4GP or AVF 4GD and AVD 4G. Students must be at least 16 years of age, and have successfully completed 16 credits. Due to limited placements, students will be selected through

an interview and application process by the Art Department.

Teacher Contact:

BMK 4GC - Co-operative Marketing, General Level, Grade 12.

Credits will be granted for practical training students receive in marketing applications in businesses in the community. It will require being out of the school and on the job half-days. A typical placement could involve: advertising displays, retailing, purchasing, salesmanship, security and personnel.

Prerequisite: A student must have completed BMR 3G1 and be enrolled in or have completed BMK 4G1. A student must be 16 years of age and have already completed 16 secondary school credits.

Business Co-op Teacher Contacts:

English Co-operative Education ENG 4GC/ENG 4AC

These co-operative education courses are designed to provide senior students in English studies with an

opportunity to gain experience and training in the areas of written, oral and visual communication.

ENG 4GC - will be of interest to students who are considering pursuing media courses at the Community College level.

Prerequisite: ENG 3GO.
In addition, students selected must be enrolled at the same time/or have previously completed ENG 4GO. Minimum age requirement is 16 years, minimum credit accumulation - 16 credits.

ENG 4AC - will be of interest to university-bound students who may be considering future courses and careers in journalism, publications, advertising, teaching and related occupations.

Prerequisite: ENG 3AO.
In addition, students selected must be enrolled at the same time or have previously completed ENG 4AO. Minimum age requirement is 16 years, minimum credit accumulation - 16 credits.

Students choosing the English Co-op courses will spend FOUR HALF DAYS in the workplace and the other half day in a related in-school component.

Teacher Contact:

8. SELECTING AND DEVELOPING SPONSORING ORGANIZATIONS

8.1 RECRUITMENT

Before beginning to look for training organizations, the teacher or school board resource person should prepare a promotional package for presentation. The package should contain:

- brochures from the board central office;
- Ministry of Education brochures;
- a description of the secondary school co-operative education program;
- a school calendar;
- a list of the student's responsibilities;
- a list of the supervisor's responsibilities;
- a list of the subject teacher's responsibilities;
- a copy of the Work Education Agreement form;
- information about Schedule I of the WCB Act;
- a sample training plan;
- a sample student evaluation form;
- a blank training station form.

Only professional-looking documents should be distributed to prospective sponsors. Information about the students, the program, and the school

should be limited to relevant general facts and be presented in a businesslike way.

Once promotional materials have been developed, the teacher can begin to scout for organizations that are willing to adhere to a training plan and that have the financial, material, and human resources to do so. Recruitment of training organizations requires a great deal of time and effort. Potential sponsors include the organizations listed in section 7.1. The teacher or resource person should obtain background information on prospective training organizations from sources such as the local industrial directory. Teachers should avoid duplicating each other's efforts by sharing their activities with others in the same and adjacent boards. Once a prospective organization has indicated that it is interested in taking part in the program, the development stage may begin.

8.2 DEVELOPMENT

Depending on the potential of the organization, the development stage may take anywhere from a few hours of intense negotiation to more than a year.

Whether the teacher or resource person should approach personnel at the top, the middle, or the bottom of the echelon will depend on the organization. In any case, the teacher should make the same presentation to everyone and keep all communication channels open. Approval must come from the top. Where labour organizations are involved they should be included in this process, from the beginning.

Teachers should be prepared to show management how sponsorship serves the organization's interests as well as the student's. The focus should be on the student rather than the program. It should be explained to the management that school staff will help in the preparation of suitable exercises for the trainee and will assist with any concern or problem that may arise.

One element of the development phase is a thorough evaluation of suitability of the potential sponsor. Suggested criteria are:

- Is the organization willing to co-operate with the school?
- Does the organization have a good reputation in the community?

- Is the owner (manager) an equal opportunity employer?
- Does the firm have an ongoing training program for its employees?
- Is the firm (individual) willing to comply with a written training plan?
- Does the organization (staff) have a favourable opinion of co-operative education?
- Does the organization recognize the value of the in-school related instruction?
- Does the organization truly understand the concept of secondary school co-operative education?
- Where there is a labour organization, is the management willing to seek its participation in the establishment of the program?
- Are the facilities located so that they are accessible to students?
- Are the facilities clean and safe?
- Does the organization have a good safety record?
- If there are more than twenty employees, has a joint health and safety committee been established?
- Is the equipment up to date and in good operating condition?
- Will the equipment be made available to the student?

- Is the prospective sponsor ready to assign an on-the-job instructor?
- Is the proposed instructor qualified and willing to train and supervise the student?

8.3 AFTER A COMMITMENT HAS BEEN OBTAINED

Once an organization has made a commitment to training a co-operative education student, a file should be established for the organization. The file should contain the information that has been gathered, including the best times and methods for monitoring. Dates should be established for completing the individualized training plan, interviewing student candidates, and starting the student at the training station. Every effort should be made to use the training station once a commitment has been made.

Furthermore, a training station should be used by the student whose career interests and preferences it best suits. It is this matching of student needs with training opportunities that gives co-operative education its special educational value. The more familiar the teacher is with the students, the training organizations, and the training station supervisors, the more likely he or she is to make a productive match.

At the end of the school term, every training station and training supervisor should be reviewed. Kept on file, these reviews form a profile of the organization. For full details about these assessments, see sections 6.3 and 6.4 of this manual.

8.4 MAINTENANCE OF GOOD WILL

Development of a training station does not end with the placement of a student; maintaining good relations with the organization is a continuing task for staff. Informing the organization about the co-operative learning process is one way of ensuring its continued support. The process can be explained in a meeting of training organizations at the beginning of the term.

Another way of maintaining good will is through frequent, effective monitoring. Frequent monitoring demonstrates a concern for the well-being of the student, the quality of education, and the satisfaction of the training organization.

Giving a luncheon or dinner for all sponsors and students helps to maintain a cordial relationship. Some tangible token of recognition should be presented at this event.

9. INITIATING A CO-OPERATIVE EDUCATION PROGRAM

Starting a co-operative education program can be viewed as a cyclical process consisting of:

- needs assessment - determining what needs are unmet;
- development - planning, obtaining approval;
- implementation - taking action;
- review and evaluation - determining whether the program accomplished its purpose.

Although the process can be thought of as a cycle, with one stage leading to the next, in practice there is likely to be some overlap of stages.

9.1 NEEDS ASSESSMENT

The supervisory officer of the school board who is responsible for the co-operative education program may wish to conduct a needs assessment. A co-operative education needs assessment should examine:

- the need for enhanced programs at all three levels of difficulty;
- the need for career experiences;

- the need for training on equipment not available in school;
- the need for programs for adults;
- the need for alternatives to the traditional school program.

A needs assessment should be conducted carefully and the results described clearly. The shared nature of co-operative education requires that certain community agencies, businesses, and persons outside the school be consulted. The kinds of data that can be used to document a need include:

- number of non-graduate school leavers;
- number of community organizations willing to participate;
- social service agency data on community needs;
- destinations of students who leave school;
- educational backgrounds required for employment in local industry;
- results of public opinion polls.

Once the need has been documented, it is important to obtain tentative approval before developing a proposal.

9.2 DEVELOPMENT

Development of a co-operative education proposal by school board staff should be done in consultation with the school, the community, and the school board administration. Major steps at this stage may include:

- determining, and following, the process by which the board approves a new program;
- establishing a committee or network that can be consulted as ideas and procedures evolve;
- establishing a schedule, with completion dates for each task;
- preparing objectives for each task and establishing the criteria for deciding when they have been met;
- planning strategies for implementing each element of the plan;
- determining what in-service activities will be needed, and for whom;
- beginning to plan - perhaps even preparing - materials required to support the program;
- preparing a budget or list of required resources, such as time, staff, and school or board assistance;

- determining what assessment processes will be used;
- planning strategies to resolve or minimize resistance;
- outlining the process of promoting the program and recruiting and selecting students;
- establishing an advisory committee to assist in identifying and recruiting community resources and to advise on the plans;
- involving school staff in the planning process.

Most of the preceding steps will be necessary, regardless of the exact nature of the proposal. The degree of complexity will vary, however, depending, first, on the probable effect of the proposal on the school or system as a whole and, second, on the approval process of the particular board.

9.3 IMPLEMENTATION

In co-operative education, the implementation process requires communication, co-ordination, and co-operation among all the partners - students, parents, school staff, and training stations. It involves putting into place the placement, co-ordination, and supervisory elements of the program (described in detail in earlier sections of this document).

The following general tasks are common to the implementation phase of many co-operative education programs. Note that some of these tasks are sequential, some are concurrent, and some are recurring:

- establish structures within the school to complement and support the program;
- publicize to students the program criteria and application requirements;
- confirm the availability of resources;
- determine student placement needs;
- confirm training station placements;
- develop additional training stations to fill student requests;
- screen student applications, interview candidates, and establish appropriate timetables;
- arrange parent information meetings;
- prepare materials for employer and student orientation;
- conduct in-service training for school staff as required;
- arrange student orientation sessions;
- match student requests with available placements and arrange interviews;
- prepare training plans;

- establish administrative duties and develop record-keeping systems to support them;
- communicate assessment procedures to students and employers and keep appropriate assessment records;
- establish a monitoring schedule;
- collect data concerning the program's success in meeting its objectives;
- provide periodic reports to administration and to the advisory committee;
- conduct ongoing promotion and communication activities such as publication of a newsletter and presentations to staff and community groups;
- arrange activities or events at which student achievements and training organizations' involvement are formally recognized.

9.4 REVIEW AND ASSESSMENT

Although review and assessment should be thought of as an ongoing process, the emphasis in this section is on starting a program, and on the assessment and reporting requirements of the pilot stage. At this stage, primary attention should be given to the effectiveness of the program's resources and procedures in meeting the needs for which the program was designed. Although sound initial planning is likely to have produced success, the program's

achievements should be examined honestly; all results, positive and negative, should be reported. The observations may be reported in an anecdotal or narrative form, or they may be presented as statistics, or both, depending on the program objectives. The final assessment should draw conclusions and provide action recommendations. Questions that the report should address include the following:

- Were the identified needs met?
- Were the students for whom the program was designed well represented in it?
- Were the time, money, and staff resources sufficient? Were they effectively used?
- Did the school organization change in ways that supported the program?
- Will community organizations continue to support the program?
- Were the administrative procedures and materials adequate and/or effective for their purpose?
- Did students use the program materials effectively?
- Were student learning and experience objectives met?
- Were those objectives that were not met, or only partly met, appropriate? If so, what prevented their achievement?

- Were there unexpected benefits?
- Are there elements that should be revised? Deleted?
- Is there evidence of general acceptance of the program by students, community, and school staff?

Review and assessment should be carried out periodically throughout the life of the program, so that improvements can be made as necessary.

10. PROFESSIONAL DEVELOPMENT

Co-operative education programs have some unique features that require specialized knowledge and skills on the part of teachers and administrators. Some activities that place special demands on the staff are:

- recruitment of training stations throughout the community to meet student needs;
- frequent contacts with training station supervisors in order to:
  a) assess the learning opportunities offered by the training station,
  b) develop the individualized training plan and evaluative criteria, and

c) assess the progress of the student;

- extensive and frequent consultations with school staff regarding program planning, selection of students, student progress, and evaluations;
- extensive public relations activities in the community, such as speaking to clubs, associations, parents, and other community groups and arranging for local media coverage;
- extensive career and individual counselling;
- involvement with health and safety matters and Workers' Compensation coverage.

Developing the knowledge and skills needed to succeed in these tasks requires extensive and specialized in-service training. Teachers and administrators should consider undertaking the following professional development activities:

- enrolling in the specialist's course for co-operative education teachers offered by the faculties of education;
- developing a knowledge of counselling, of referral procedures for students, and of career development;
- organizing seminars on local school and board policies and practices;
- attending workshops and conferences sponsored by educational and non-educational associations;

- inviting experts in co-operative education from other jurisdictions to explain their programs;
- attending the annual conference of the Ontario Co-operative Education Association;
- keeping up to date, through the media, on developments in employment and technology;
- visiting other jurisdictions to study their co-operative education programs.

ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the development of this validation draft of the resource document.

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